

ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

***Arlington School Committee
School Committee Regular Meeting
Thursday, November 19, 2015
6:30 PM***

*Robbins Memorial Town Hall
Selectmen's Chambers
730 Massachusetts Avenue
Arlington, MA*

6:30 PM Open Meeting

6:35 PM Public Participation

6:40 PM Coaching of Teachers in Arlington Public Schools Presentation

- *Literacy Coaches, Tammy McBride, Don Miller, Thad Digman*

7:00 PM PARCC or MCAS Discussion

7:20 PM Electronic Signatures for Vendor Warrants on the Agenda

7:30 Foundation Budget Review Commission Final Report

7:50 PM Superintendent's Report K. Bodie

8:10 PM Consent Agenda

All items listed with an asterisk are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:

- *Approval of Warrant: Warrant # 16059 Dated 11/12/2015, Total Amount \$80942.64*
- *Approval of Draft Minutes: none*

8:15 PM Subcommittee & Liaison Reports & Announcements

- *Policies & Procedures Jud Pierce (Chair)*
- *First Reading BEDB Agenda Format Preparation and Dissemination*
- *Budget Kirsi Allison-Ampe (Chair)*
- *Facilities Cindy Starks (Chair)*
- *District Accountability, Curriculum/Instruction & Assessment Jeff Thielman (Chair)*
- *Community Relations Jennifer Susse (Chair)*
- *Executive Session Minute Review Subcommittee Voted 5/28/2015*

- *Warrant Committee - Voted 4/9/2015 Bill Hayner (Chair)*
- *School Enrollment Task Force*

8:35 PM Executive Session

- *To conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and /or nonunion in which if held in an a open meeting may have a detrimental effect.*
- *To conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting may have a detrimental effect, Collective bargaining may also be conducted.*

9:15 PM Adjournment

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Correspondence Received:

Warrant #16074 11 12 2015

Superintendent's Newsletter October 2015

FBRC Report from October 30, 2015

Approved and draft minutes from P&P meetings 9/28/2015 and 11/16/2015

Approved Community Relations minutes 11/2/2015

Approved Budget Calendar 2015-2016

BEDB Agenda Format Prep and Dissemination

AEF Fundraiser

Buffer Zone email

Dallin Parents email

Budget Approved Minutes 6/22/2015, 10/21/2015 and 11/3/2015

Enrollment

LH Remarks for 11/19 School Committee Meeting – MCAS vs. PARCC Decision

- Here to address the recent decision of the BOE to support Commissioner Chester's recommendation to develop a new state test, currently being called "MCAS 2.0"
- Noteworthy that the vote on the BESE was 8-3 with the board members representing parents, teachers, and students all voting against the initiative.
- Believe that advocacy on the part of many constituents, succeeded in turning away the movement to tie MASS testing to the multi-state consortium. I think that was a significant victory.
- I applaud the fact that we have managed to maintain control of our state test – feel like Mass. educators and administrators will have more success influencing the content of the test, with state control.
- I support an amendment that passed 7-4 to continue the "hold harmless" clause for results based on the new test until 2018 (means first year of hybrid test in 2017 will also be "hold harmless"). Amendment was put forth by former Lesley U. President, Margaret McKenna, who supports the hybrid test, but feels like the rush to offer it in a year and a half does not leave proper time for test development, beta testing, and setting standards.
- Another statistic I want to mention is one I saw in the Globe West section last weekend. There it was reported that at the joint MASS/MASC conference, delegates took a non-binding vote in favor of the statewide moratorium on high-stakes, standardized testing until a better assessment system can be developed. Vote was 63-52 in favor of the ban. This is a conversation I hope to be able to come back to in the future.
- Tonight, the issue that will be taken up later in the agenda is what Arlington should do about our Spring 2016 test.
- Choices
 - Stick with MCAS for a final year
 - Try out PARCC paper and pencil – hold harmless
 - Try out PARCC computer-based – hold harmless
- As the people who will be responsible for preparing students and to take the test, I feel like it is critical for teacher input to be considered in this decision.
- Commend and appreciate the outreach from Asst. Supt. Laura Chesson, with whom I have had several long conversations about how to approach this decision. Laura also sponsored a teacher conversation on the topic on Wed. afternoon.
- After a lengthy conversation with Laura last week, and after spending a lot of time on the DESE website, I put together a document for teachers that explained the decision before us, and listed the major factors that I felt were important to weigh in making a decision.
- Teachers were encouraged to review the information, and fill out a survey about what they would recommend for the district.

- In all, 58 teachers participated in the survey.
 - 38/66% - stick with MCAS
 - 15/26% - try PARCC paper and pencil with hold harmless
 - 5/9% - try PARCC computer-based with hold harmless
- **Disaggregated Data**
 - Half of Gr. 3, 4, and 5 teachers responded – 41 teachers overall
 - **Gr. 3** – 18% PARCC paper and pencil; 82% stick with MCAS; 0% PARCC computer-based
 - **Gr. 4** – 8% PARCC computer-based; 46% PARCC paper and pencil; 46% stick with MCAS
 - **Gr. 5** – 9% PARCC computer-based; 27% PARCC paper and pencil; 55% stick with MCAS
 - **Gr. 3-5 SPED** – 1 PARCC paper and pencil; 2 stick with MCAS
 - **Middle School** – 12 teachers overall
 - 67% stick with MCAS; 25% PARCC computer-based; 8% PARCC paper and pencil
- Teachers were also asked to state their main reasons for their decision. Factors included both pro-MCAS and pro-PARCC choices. The factors teachers selected most often, in order of popularity, were:
 - **Technology** – not enough IT support to feel like we could pull off a computer-based test
 - **Stress** of one more thing – want to stick with MCAS
 - **Technology** – current infrastructure too weak to support a computer-based test
 - **Timed Test:** Concerns students would have a problem with the fact that PARCC is a timed test
 - **Technology** – challenge of coordinating 2,600 students to take a computer-based test
 - **Hold harmless** clause for PARCC 2016 would be worth taking advantage of
- Significant that Technology related issues were 3 of the top 6 factors listed. This is not a knock on our hard working IT staff, rather an acknowledgement of the daily challenges presented by the growing pains of increasing technology options for students and teachers. If we are really going to be ready to fully integrate technology into teaching and learning, AND prepare for a district-wide online assessment, we will have to make a much larger investment in our IT department.

- Unlike a year and a half ago, I do not come with a single recommendation.
- I can see merits of both sticking with what we know, and trying out the PARCC format under the hold harmless clause.
- I urge you to read through the comments and preferences stated by teachers, and to consider their concerns.
- If the decision is made to try out PARCC this spring, I have two very specific requests that I believe will be critical to the success of the endeavor:
 - 1. That the School Committee and the administration publicly embrace a PARCC trial as an opportunity to try out a new testing platform – with the sole focus on learning more about the way that PARCC approaches assessing the Common Core standards.
 - No time should be diverted from the important work the district is doing on aligning curriculum and continuing our efforts to support teacher with professional development on instructional practices and Common Core units of study.
 - At the elementary level, there are currently new units of study being rolled out in science, reading, writing, and math. This work is critical to supporting our efforts to improve the educational experience for students and our alignment to the CC. Time should not be diverted to study a new, and still evolving testing system in the few short months that remain before the spring administration.
 - If the decision is to go with PARCC, I hope all parties make it very clear to parents, teachers, and the community, that the accountability system for students, teachers, schools and the district will be **turned off**. It would be an experiment that would better inform our work going forward. The goal would be to plan to spend time in the 2016-2017 school year attempting to process and learn from the experience.
 - 2. If PARCC is the direction the district decides to go in, I think the message from teachers is strong and clear – there is major apprehension around the district's capacity to carry out a full district on-line administration. I think this could be a disaster for all involved. Thoughtful decisions should be made about the realistic capacity we have to try out the online version in a limited number of settings. With the current timeline, we have four years to get to 100% online administration. The district should consider ramping up thoughtfully, in stages over time.
- Many of us have very mixed feelings about some of the features of the current PARCC test, but I know we will have the chance to discuss this concern more fully another day.
- Now that we have the certainty of a four year plan before us, I urge the School Committee and the administration to consider the feedback from teachers, and to make a thoughtful decision that clearly articulates the reasons for the decision, the goals for the decision, and contains a clear plan to communicate the rationale and goals to teachers and the community at large.



Town of Arlington, Massachusetts

6:40 PM Coaching of Teachers in Arlington Public Schools Presentation

Summary:

- Literacy Coaches, Tammy McBride, Don Miller, Thad Digman

ATTACHMENTS:

Type	File Name	Description
▢ Reference Material	Coaching_Final_11_19_2015.pptx	Coaching 11 19 2015

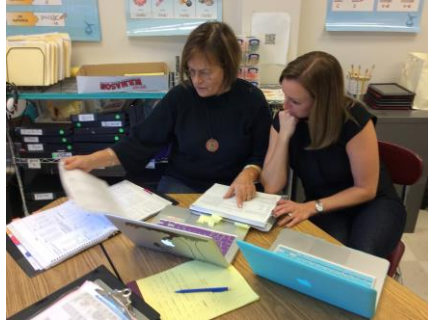
Literacy Coaching

2015-2016

Tammy McBride & Linda Hanson

Coaching in Action

Meeting, analyzing, supporting, and planning



Overarching Goals

Directly support teachers with reading and writing in the following areas

- Implementation of new curriculum

- Instructional practices

- Differentiation

- Growth and development of practice

Co-Teaching with Writing Workshop

Video



Coaching Role - District

Create and maintain District Elementary Literacy Site

Plan and present monthly literacy professional development sessions with grade level teacher leaders

Plan and present summer ELA professional development and curriculum work

Oversee RTI reading program and facilitate elementary reading professional development and program implementation

Coaching Role - 7 Schools

- Present at faculty meetings to provide additional support for specific areas or literacy topics identified by principals and teachers

Coaching Role - Principal

- Meet with principals to plan for targeted literacy support at specific grade levels and content areas (reading or writing units of study)
- Discuss common practices around Reading and Writing Workshop

Coaching Role - Teams of Teachers

- Train teachers in data protocols
- Meet with grade level teams to review and discuss data and its relationship to instruction and curriculum
- Meet to support discussions around setting literacy related student learning and professional practice goals
- Support teachers in looking at student work to inform instructional plans and practices

Coaching Role - Individual Teachers

- Co-teach reading and/or writing units
- Model whole class and small group lessons
- Identify resources to more fully support and differentiate instruction
- Supply newly created classrooms with the appropriate materials to implement the district curriculum

Literacy Coaching by the Numbers...

2 content areas: reading and writing

6 grade levels

7 schools

12 reading teachers and 2 Title I Literacy Tutors

128 classroom teachers

Working with APS teachers and students - **Priceless!**

Put me in coach...





Town of Arlington, Massachusetts

7:00 PM PARCC or MCAS Discussion

ATTACHMENTS:

Type	File Name	Description
Reference Material	PRESS_RELEASE_Commissioner_Chester_Recommends_Path_to_Next_Generation_MCAS_(1).pdf	Press Release Commissioner
Reference Material	BESE_student_assessment_memo_Nov_2015_FINAL_(1).pdf	DESE Memo
Reference Material	survey_results.pdf	Survey Results
Reference Material	lh_remarks.pdf	Linda Hanson remarks
Reference Material	mcas_2.0.pptx	MCAS

EMBARGOED until 1 p.m., November 12, 2015

Contact: Jacqueline Reis 781-338-3115

Commissioner Chester Recommends Path to Next-Generation MCAS

MALDEN –Elementary and Secondary Education Commissioner Mitchell D. Chester today announced that he is recommending the state transition to a next-generation MCAS that would be given for the first time in spring 2017 and would use both PARCC and MCAS items, along with items developed specifically for the Massachusetts tests. The Board of Elementary and Secondary Education will vote on his recommendation on November 17.

For spring 2016, districts that administered PARCC in spring 2015 would do so again, and the remainder of districts would continue with MCAS unless they affirmatively choose to administer PARCC. The MCAS tests in spring 2016 would be augmented with a limited number of PARCC items in order to help make statewide comparisons easier and to offer students and staff the opportunity to experience PARCC items while the new assessment is being developed.

The commissioner's memo calls for the state to:

- Award a new MCAS contract to include a next-generation assessment for English language arts and math using both PARCC items and items specific to Massachusetts;
- Commit to computer-based state assessments with the goal of implementing this statewide by spring 2019;
- Remain a member of the PARCC consortium in order to have access to high-quality assessment development while sharing costs with other states and to be able to compare next-generation MCAS results with those of other states' assessments; and
- Convene groups of K-12 teachers, higher education faculty and assessment experts to advise ESE on the content, length and scheduling of statewide tests; testing policies for students with disabilities and for English language learners; the requirements for the high school competency determination (currently the 10th grade MCAS); and the timeline for reinstating a history and social science test.

Under Commissioner Chester's recommendation, any districts that administer PARCC in spring 2016 for the first time would be held harmless for any negative changes in their school and district accountability levels, which is consistent with the state's approach to districts that used PARCC for the first time in spring 2015. The commissioner proposes that every district would be subject to accountability levels in 2017, when all of the state's districts would use a single test.

"The approach I have recommended lets us continue to benefit from the high-quality, next-generation PARCC assessment in which we've invested a great deal of time and effort. But it also ensures that the assessment will reflect the Commonwealth's unique needs and concerns," Commissioner Chester writes in the recommendation.

The commissioner's full recommendation is attached and will be posted at www.doe.mass.edu.

Massachusetts has just completed a unique two-year tryout of PARCC (Partnership for

Assessment of Readiness for College and Careers), an assessment developed by a consortium of states of which Massachusetts is a founding member. The commonwealth's participation allowed Massachusetts to pool its expertise with other states, share the costs of test development and realize economies of scale in test administration.

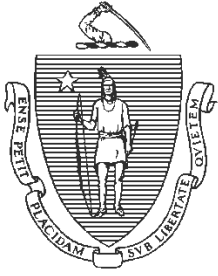
In spring 2014, approximately 81,000 Massachusetts students participated in field tests, and in spring 2015, more than 220,000 students in [more than half](#) of the state's districts took complete PARCC tests.

The Board will hold its last [public comment session](#) on PARCC from 4-7 p.m. November 16 at Malden High School, 77 Salem St., Malden. The Board will vote on the commissioner's recommendation at its [regular meeting that starts at 8:30 a.m. November 17](#) at 75 Pleasant St., Malden.

Massachusetts has released spring 2015 results for [schools and districts that took PARCC](#), as well as results for all [PARCC districts statewide](#). Parents of children who took PARCC in spring 2015 will receive their child's test scores in late November or early December. The state will release accountability determinations for schools and districts in December.

For more information on Massachusetts' two-year tryout of PARCC, please see <http://www.doe.mass.edu/parcc/>.

###



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Mitchell D. Chester, Ed.D.
Commissioner

MEMORANDUM

TO: Members of the Board of Elementary and Secondary Education
FROM: Mitchell D. Chester, Ed.D., Commissioner
DATE: November 12, 2015
SUBJECT: Recommendation on Student Assessment for Spring 2016 and Beyond

At our October 2015 meeting, I shared with the Board of Elementary and Secondary Education three conclusions that I had reached regarding the Massachusetts Comprehensive Assessment System (MCAS)/Partnership for the Assessment of Readiness for College and Careers (PARCC) decision.

MCAS has reached a point of diminishing returns. MCAS has served the Commonwealth well. Our K-12 public school students lead the nation in academic achievement and are competitive internationally. That success would not have been possible without a high quality assessment providing feedback on student, school, district, and state achievement and progress. In 2015, MCAS was administered for the 18th year. MCAS was a terrific 20th century assessment. We have a better understanding now than we did one or two decades ago about learning progression in mathematics, text complexity and the interplay of reading and writing, and the academic expectations of higher education and employers.

Now that we have the benefit of two decades of experience, and we have upgraded our learning expectations through revisions to our curriculum frameworks and content standards, it is time to upgrade our assessments to a new generation. As we look to the Commonwealth's next-generation assessment, we have the opportunity to build on this knowledge and experience. Perhaps my greatest concern about continuing with MCAS as it exists now is that we have reached a point of diminishing returns. As I see in my visits to schools and as I hear from educators and parents, too often the response to MCAS is instruction designed to teach students to succeed on the test rather than instruction designed to meet the learning standards.

PARCC is a substantial advancement over our current MCAS test. Our goal in joining the PARCC consortium was to build a better test. We had access to more than \$100 million in

funding for the development work, as well as expertise from state education departments across the country. Massachusetts played a leading role in the consortium, and the Commonwealth's efforts are reflected in the strong quality of PARCC.

In many ways PARCC sets a higher bar than MCAS for student performance. This is particularly true as students move up the grades into middle and high school. This higher bar is not simply about being harder. PARCC provides more opportunity for critical thinking, application of knowledge, research, and connections between reading and writing. As I travel the Commonwealth, I see more and more schools that have upgraded curriculum and instruction to align with our 2010 frameworks, which in turn are represented in the PARCC assessments. Classroom instruction is increasingly focused on the knowledge and skills in the frameworks rather than test preparation.

I also have observed that the computer-based testing experience is qualitatively different from a paper-and-pencil test. The computer-based environment is a more engaging experience, preferred by students by almost a two to one margin. The introduction of video and audio increases accessibility for many students, including students with disabilities and English language learners. Most importantly, the computer-based setting mirrors the digital world that is ubiquitous in students' current and future lives.

We need to ensure the Commonwealth's control of our standards and assessments. The Board's discussions and the public comments we heard have helped me to understand the importance of ensuring the Commonwealth's control over our standards and assessments as we move forward. While Massachusetts has exercised a leadership role among the consortium states, any path forward to a next-generation test that builds on the PARCC assessment must be a direction that the Commonwealth controls.

My Recommendations

For these reasons, I am recommending to the Board that we begin work on a next-generation, computer-based MCAS assessment program. This new test will build on the best elements of both PARCC and MCAS and will allow us to retain final control over our test content, testing policies, and test administration procedures.

The following are my recommendations that I am asking the Board to endorse next week:

1. We will incorporate into an upcoming procurement for a new MCAS contract¹ the services needed to develop next-generation English language arts (ELA) and mathematics assessments, to be administered in all schools beginning in the spring of 2017. In order to expedite the development process and minimize costs, we will maximize the use of existing PARCC development, as well as MCAS test items, as appropriate. These will be augmented by additional test items developed to meet our needs. We remain committed

¹ The current MCAS contract with Measured Progress, Inc. expires at the end of December 2016. At a minimum, a successor contract is needed for the science tests and for the continued administration of the legacy ELA and mathematics tests used for the high school competency determination.

to a policy of transparency with regard to releasing test items, as we currently do with MCAS.

2. Because of the time required to conduct a procurement for a new MCAS testing contractor, spring 2016 will need to be a transitional year for grades 3-8. Districts that administered PARCC in spring 2015 will administer PARCC again, and will again have the option to select the computer-based or paper-based versions. Districts that administered MCAS in spring 2015 will administer MCAS again, unless the district affirmatively elects to switch to PARCC (either computer-based or paper-based). The MCAS tests will be augmented with a limited number of PARCC test items to facilitate statewide comparisons and to provide teachers and students in MCAS districts with some initial exposure to these types of questions.
3. We will convene technical advisory committees representing Massachusetts K-12 teachers, higher education faculty, and assessment experts to advise on the content and test administration policies of the next-generation assessments. Among the policies to be reviewed are the content and length of our tests; the scheduling of test administration windows; our testing policies for students with disabilities and English language learners; and the requirements for the new high school competency determination.² We will also discuss the timing for reinstituting a history and social science test.
4. As an adjunct to the test development process, we will convene review panels comprised of Massachusetts K-12 teachers and higher education faculty to review the current ELA and mathematics curriculum frameworks and identify any modifications or additions to ensure that the Commonwealth's standards match those of the most aspirational education systems in the world, thus representing a course of study that best prepares students for the 21st century.
5. We will commit to computer-based testing for our state assessments. A paper-based option will be made available through the spring 2018 administration, with a goal of implementing computer-based testing statewide by spring 2019. We will work with districts to help them identify funding sources for the needed technology.
6. As we did in spring 2015, districts administering PARCC in grades 3-8 for the first time in spring 2016 will be held harmless for any negative changes in their school and district accountability levels. In spring 2017, when we return to a single test for all districts, every district will be subject to accountability level adjustments.
7. For ELA and mathematics assessments at the high school level in spring 2016, we will offer only the current MCAS grade 10 tests, in order to focus our efforts on the new test development work. We will consult with our technical advisory committees to propose a broader range of high school testing options beginning in spring 2017. Our current

² The Board has previously voted to retain the legacy MCAS test as the high school competency determination through at least the class of 2019. The next-generation test would become the competency determination for the class of 2020.

MCAS graduation requirement will remain unchanged at least through the Class of 2019.

8. We will work to ensure that the new PARCC consortium memorandum of understanding, currently under development, fully protects our ability to use PARCC intellectual property in future Massachusetts-based tests.
9. We expect to remain an active member of the PARCC consortium. I anticipate that continued membership will give us access to high quality assessment research and new test items, with the costs shared among the participating states. Membership also will provide us with useful multi-state data comparisons. Because we will be contracting with our own testing vendor, we will have the flexibility to leave the consortium at any time that membership is no longer of added value to Massachusetts.

In this memorandum I will review the background on my recommendations; comment on some of the concerns and issues raised; and provide a detailed outline of my proposed path forward.

Background

The landmark 1993 Massachusetts education reform law³ directed the Board of Elementary and Secondary Education⁴ to develop and administer a statewide assessment system to measure the academic achievement and progress of districts, schools, and individual students. Under the Board's direction, the Department of Elementary and Secondary Education developed the Massachusetts Comprehensive Assessment System (MCAS), which has been administered annually since 1998.

In 2011 Massachusetts joined the Partnership for Advancement of Readiness for College and Careers (PARCC), a multi-state consortium formed to develop a new set of assessments for English language arts and mathematics. In November 2013, the Board voted to conduct a two-year "test drive" of the PARCC assessments, in order to decide whether we should adopt them in place of our existing MCAS assessments in those two subjects. In the spring of 2014, PARCC was field tested in a randomized sample of schools in Massachusetts and in the other consortium states. In the spring of 2015, PARCC was administered in full operational mode. In Massachusetts, districts were given the choice of administering either the computer-based version of PARCC, the paper-based version of PARCC, or MCAS.

During the past several months, you have had the opportunity to review numerous research studies and hear presentations from many experts. At our meeting on Tuesday, November 17, I will ask you to discuss and vote on the findings and recommendations presented in this memorandum. Your decision will determine the direction of student assessment in the Commonwealth for the years ahead.

³ St. 1993, c.71.

⁴ The Board and Department of Elementary and Secondary Education were called the Board and Department of Education until a statutory change in 2008.

I want to express my thanks and appreciation to all of those who have assisted us in the development and evaluation of the PARCC assessments, including:

- current and former Board members, for your patience and guidance;
- our colleagues from the Executive Office of Education and the Department of Higher Education, and in particular former Commissioner of Higher Education Richard Freeland, who played a key leadership role in the consortium;
- the many Massachusetts educators who gave freely of their time and expertise during the test development, standard setting, and scoring activities; and
- my staff at the Department of Elementary and Secondary Education, and in particular our Student Assessment Services unit under former Associate Commissioner Elizabeth Davis, for their exceptional efforts in helping to advance the consortium's work while still keeping MCAS operational.⁵

I would also like to thank the many educators, public officials, students, and private citizens who have offered thoughtful comments and feedback during this process, either at one of the Board's five public comment sessions earlier this year or in other venues and meetings. In this memorandum I have tried to address many of the recurring themes and concerns that we have heard. Board members are reminded that we will have [one final public comment session](#), on Monday, November 16, from 4:00 pm to 7:00 pm in the Malden High School auditorium. This final session will give you an opportunity to hear feedback on the recommendations presented in this memorandum.

Massachusetts Curriculum Frameworks

It is impossible to fully separate the assessment debate from the broader debate, here in Massachusetts and nationally, on curriculum frameworks. I want to start by addressing those issues.

The Massachusetts curriculum frameworks date back to the 1993 education reform law, when the Legislature directed the Board to define the skills and knowledge students should have in each grade and in each subject area. Setting statewide curriculum standards for Massachusetts public schools is a fundamental responsibility of the Board. The statewide standards also provide a consistent basis for measuring school and student performance, and assure continuity for students who move from district to district.

Massachusetts currently has curriculum standards and frameworks in seven areas: arts; comprehensive health; English language arts; foreign languages; history and social science; mathematics; and science and technology/engineering. There are also curriculum standards for the 44 career and vocational technical education programs.⁶ Each was developed with extensive

⁵ As I previously reported to you, Liz Davis very recently left the Department to relocate out of the area. Michol Stapel is currently serving as acting associate commissioner for student assessment.

⁶ The Board has also adopted the English language development standards from the WIDA consortium, a multi-state curriculum effort focusing on English language learners. Massachusetts is one of 37 states in the WIDA consortium.

participation by Massachusetts teachers, curriculum specialists, and subject matter experts. Each set of standards is periodically reviewed and updated.

Curriculum standards or frameworks are not the same as a curriculum. A curriculum is a planned sequence of instructional units drawing upon textbooks and other instructional materials. Daily lesson plans define the specific activities and assignments for each class. Curricular decisions have always been made, and continue to be made, at the local level by school committees, school and district administrators, and classroom teachers. Although some states do have state-mandated curricula and textbooks, that is not true in Massachusetts.

In 2008, the National Governors Association (NGA), the Council of Chief State School Officers (CCSSO),⁷ and Achieve, Inc, published *Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education*. The first recommendation of this bipartisan call to action was: “Upgrade state standards by adopting a common core of internationally benchmarked standards in math and language arts for grades K-12 to ensure that students are equipped with the necessary knowledge and skills to be globally competitive.” Governors and chief state school officers were aware that in a world where state and national boundaries are increasingly irrelevant to economic and social opportunity, it made little sense for each state to have its own definition and assessment standards for what it means to be literate and know math.

In 2008, the Department began a review and update of our English language arts (ELA) and mathematics frameworks. These are the two foundational academic subjects. Without proficiency in ELA and mathematics, students are highly unlikely to succeed after high school. Feedback from the business community and from higher education indicated that too often we were doing an insufficient job in preparing all students in these two subjects. Many other states were facing similar concerns, and that prompted a multi-state effort led by the NGA and the CCSSO. Pooling resources among many states seemed to us to be an efficient and effective means of developing new ELA and mathematics frameworks that would better represent college and career readiness. Common standards across state lines would also benefit students in an increasingly mobile society. Massachusetts participated actively in the development of the so-called common core state standards, and in fact the new standards drew heavily from our state’s earlier standards.

In 2010, the Board reviewed the common core work and voted to incorporate it into a new set of Massachusetts ELA and mathematics frameworks, along with some additional standards recommended by Massachusetts educators. Our districts have invested a significant amount of time and effort in implementing these standards, including acquisition of new curriculum and instructional materials and extensive professional development for teachers. Feedback from educators in the field who are familiar with the 2010 frameworks has been very positive. Even among teachers who have concerns about our assessment program, I hear very little criticism of the frameworks themselves.

⁷ The chief state school officer is the senior public official responsible for K-12 education policy. In Massachusetts that is the commissioner of elementary and secondary education. In other states, the title is commissioner of education, state superintendent of schools, secretary of education, or some other variant.

I believe our students will be best served by continuing to implement the 2010 Massachusetts frameworks. Any wholesale change would be both disruptive and costly to our schools. That is not to say that I believe the frameworks are perfect. We need to draw upon our teachers' experiences using the frameworks over the past five years to identify any particular standards that are not working as well as they should and any gaps that need to be filled. Incremental improvement can be done at the same time that we are reviewing and updating our assessment program, and with minimal disruption to local curricular and instructional efforts.

Why Do We Need a Statewide Assessment?

The 1993 education reform law directed the Board to institute an annual statewide assessment program. This was part of the “grand bargain” incorporated in that landmark statute – clear standards, a significant increase in state funding and other resources, and accountability for results. A lively debate is currently underway, here in Massachusetts and across the nation, on the subject of standardized testing. It is entirely appropriate for us to look at what we are testing, how much time we are spending on testing, whether test results are helping to improve instruction, and whether test preparation activities are crowding out more effective uses of classroom time.

But I disagree with those who would eliminate or suspend our annual statewide assessments. I know of no high performing system that fails to benchmark its performance and hold itself responsible for results. MCAS results have supported our education efforts in a number of ways:

- The Commonwealth has a constitutional obligation to ensure that all students have the opportunity to receive an adequate education.⁸ MCAS results are one of several sources of information the Department and the Board use to identify schools and districts that require some additional assistance or intervention from the state.
- High quality assessments send important signals about the kinds of curriculum and instruction, teaching and learning that are reflected in the standards.
- Teachers and administrators are provided with detailed analyses of student test results, offering useful information on what parts of their curriculum are effective and where instruction needs to be strengthened.
- Test results also allow us to identify higher performing schools and districts and spotlight effective practices.
- Parents deserve objective feedback on their children's progress through elementary and secondary school grades. When students are performing below their grade-level expectations, we hope that their MCAS score reports will prompt constructive conversations among parents, teachers, and guidance counselors.

⁸ *McDuffy v. Secretary of Education*, 415 Mass. 545 (1993).

- Passing the tenth grade MCAS tests is one of the requirements for a student to receive a Massachusetts high school diploma. Before education reform, too many students, especially in our larger and poorer cities, were receiving diplomas without having even a basic foundation of skills and knowledge.
- Finally, test scores help us to demonstrate our achievements and our progress to the Legislature and to the public at large. We spend more than \$16 billion a year on K-12 public education in the Commonwealth. We have an obligation to demonstrate to the taxpayers that we are spending that money effectively.

I agree that testing by itself does not improve instruction – but it provides essential information to support those improvement efforts.

The 2001 reauthorization of the federal Elementary and Secondary Education Act (popularly called “No Child Left Behind”) added a federal mandate for annual statewide testing. Congress is currently considering proposals for a new reauthorization of this law, some of which reduce the federal testing requirement. If and when a new federal law is passed, it will give us an additional opportunity to review and reflect on our state testing program.

General Concerns About Standardized Testing

Many comments and concerns we heard at our public comment sessions related to testing in general rather than the strengths and weaknesses of specific tests. Here are my thoughts on some of the comments we heard most frequently.

- *“Our tests don’t measure everything.”* I agree that we want our schools to foster many skills that are not easily measured on standardized statewide tests, for example, creativity or working with others cooperatively. But I also believe that English language arts and mathematics are foundational for success in all other areas. If our schools are not teaching students to be literate and numerate, they are failing those students, regardless of what other successes they may be having.
- *“Testing takes up too much time.”* This has been a very widely expressed concern, not only from the public but from educators as well. We have an obligation to ensure that the time required to administer state tests is the minimum necessary to obtain the information we need. But concern over “too much testing” also reflects on assessments selected by districts themselves, as well as classroom time spent in preparing for tests. Research indicates that the value of these activities varies widely. The Department has been studying the amount of time spent in districts on statewide assessments, and we will continue to be vigilant in this area as we encourage and assist districts in evaluating the usefulness of their own testing programs.
- *“Statewide tests put too much pressure on students.”* For students, MCAS is a “high stakes” test only in tenth grade, where it is part of the high school graduation requirement. There are no high stakes for students taking the test in the lower grades, so

if these students are feeling undue pressure, it seems likely that it is coming from their teachers, principals, and parents. I understand that some educators feel anxiety when we ask how well their schools are performing, but we should expect that they are not sharing those anxieties with their students.

- *“Our tests are too difficult for students with disabilities and English language learners.”* We offer a range of accommodations, special tests, and testing policies for these students to reflect their unique needs. We will continue to work with the advocates for these groups to ensure that our testing program is fair. But I do not want to return to the days when we had low aspirations and expectations for these students.
- *“Testing in some subjects forces schools to deemphasize others.”* We currently administer statewide tests in English language arts, mathematics, and science. The 1993 education reform law also calls for tests in history and social science, foreign languages, and the arts. Adding additional tests is feasible but pushes against the concerns over too much testing time. There does appear to be considerable interest in reinstating the history and social science assessment, and I expect that we will have more discussion with the field on this topic in the months ahead.
- *“Private testing companies could misuse confidential student data.”* We have contracted with private testing companies for more than two decades to help administer our large-scale assessments, including MCAS. All use of confidential student data is subject to federal and state data privacy laws, and we make every effort to ensure that our contractors use best practices in data security. There is no evidence that any of our current testing contractors have misused confidential data, and it is unlikely that they would stay in business very long if they did.

The PARCC Assessment

A. Background

In 2008, the Department began planning for a next-generation MCAS to replace the existing, ten-year-old tests. Data from our state higher education system regarding the high number of students requiring remedial courses pointed out the need for more rigorous assessments at the high school level to signal readiness for post-secondary work. At all grades, we wanted to provide added focus on critical thinking skills as well as factual knowledge, and we wanted to provide richer feedback to students and teachers on areas of strength and weakness. We wanted to explore options for a computer-based assessment, and we knew that changes would be needed to reflect the new ELA and mathematics frameworks then under development.

Budget constraints arising out of the Great Recession of the mid-2000s ended this effort before it got very far. But then the U.S. Department of Education offered funding from the American Recovery and Reinvestment Act to states that were willing to work together in partnership to develop state-of-the-art assessments. Two such multi-state consortia were established and funded: the Smarter Balanced Assessment Consortium (SBAC) and the PARCC consortium.

Massachusetts was one of the founding members of the PARCC consortium. Our participation in this partnership offered the opportunity to pool our expertise with other states, share the costs of test development, and realize economies of scale in test administration.⁹

The governing board of the consortium is comprised of the chief state school officer of each member state. I was selected by my colleagues to chair the governing board meetings. Each state also provides the time and expertise of state agency staff, educators from the field, and higher education faculty, to participate in various leadership groups, advisory committees, and test development activities. Staff from our Student Assessment Services office have devoted a substantial amount of time to the PARCC project over the past five years.¹⁰

B. Test Content and Administration

Our current MCAS assessment includes ELA and mathematics tests in grades 3 through 8 and grade 10. PARCC also has ELA and mathematics tests in grades 3 through 8, but has a broader range of high school tests. There are ELA tests for grades 9, 10, and 11, and course-specific mathematics tests for algebra I, algebra II, and geometry.¹¹

The content and design of the PARCC test items have proved to be of very high quality. The material is well aligned to the common core state standards and provides a richer assessment of reasoning and critical thinking skills than MCAS. Feedback on test content was generally positive from educators who were familiar with both tests. There is, however, room for improvement. There were some isolated instances of test questions that had editing errors or that simply could have been written more clearly (or using vocabulary more appropriate to the grade level). This is not an uncommon occurrence in the initial development of a new test; similar problems cropped up in the first years of our MCAS administration. We also noted that some of the PARCC tests did not have as good a balance in the difficulty of questions as we would like.

The use of time limits, in comparison to the untimed MCAS test, pleased many people because it helped to reduce the amount of time students spent in the test session. Others felt that it was a problem for some students. In general, a timed test with reasonably generous time limits is to be preferred. Whether the PARCC time limits meet that standard or require further adjustment is worth additional study.

⁹ In many ways, this partnership among states parallels the partnerships among Massachusetts municipalities that have been created in recent years to share the costs of various administrative services, for example, regional 911 call centers.

¹⁰ It has been suggested by some that our participation in the project, and in particular my participation as a member and chairman of the governing board, creates a conflict of interest. From a legal perspective, the State Ethics Commission has reviewed this matter and determined that there is no conflict. From a policy perspective, my *ex officio* participation on the governing board is no different than superintendents who serve *ex officio* on the governing boards of the educational collaboratives to which their district belongs. Further, as the Board has noted, our active participation has enabled Massachusetts to advocate for maintaining high standards in the project. I receive no personal gain, fiscal or otherwise, from my role as chairman. Finally, I have no vote in the Board's decision.

¹¹ PARCC also offered Integrated Mathematics tests in high school, but these are being phased out due to lack of participation.

The move to computer-based testing (CBT) probably occasioned more comment than the actual content of the test. Last spring's administration demonstrated the significant value of CBT. Test items can include richer and more engaging content and a greater range of accessibility features; tests can be scored more quickly and at a lower cost; and CBT reflects the reality that students in the 21st century are doing more keyboarding than handwriting. We also learned that there is a significant learning curve for test administrators in setting up and administering a computer-based test, but districts that did so in both 2014 and 2015 reported that the process was much smoother the second time. The Pearson testing platform performed extraordinarily well, handling millions of users with only scattered problems. Less satisfactory was the performance of the Pearson call center in handling those scattered problems; improvements are being implemented for 2016.

Until all schools have the necessary technology to administer a CBT, we will need to offer a paper version. But we need to help schools get that technology as soon as possible, not just for assessment but to support more individualized and creative instruction and learning. Today's students need to be technologically literate if they want to succeed in college or the workforce. Schools that do not make the effort to upgrade their technology will find themselves losing students to other schools and districts.

C. Reporting of Results

PARCC student results are reported in five performance bands, compared to four for MCAS. The standards for each performance band are set by the consortium, allowing for potentially useful comparisons of data among the participating states. In contrast, each state determines how the results will be used in its accountability systems. For example, in states such as Massachusetts that require high school students to pass a state test for graduation, the passing score would also be set by the state.

PARCC is developing an expanded set of reporting tools for use by teachers and administrators. These are intended to provide extensive and useful data to inform curriculum and instruction. Because the complete suite of reports has not yet been made available, we cannot evaluate their usefulness at this time.

In terms of reporting timeliness, first year results were delayed, as expected, due to the standard-setting process. Results in future years will be available earlier; however, the goal of having results by the end of the school year is not likely to be met in the near term. This is due to the decision to combine the two testing windows into a single window. Open-ended and essay questions, which take the longest to score, will now be given later in the year.

D. Additional Diagnostic Assessment Tools

In addition to the summative annual assessments that have been the focus of our efforts, the PARCC project also includes the development of diagnostic assessment tools that districts will be able to purchase for their own use on a voluntary basis. These tools have not yet been released, and the potential costs have not yet been determined. Because it is too soon to gauge

the value of and level of interest in these tools, their availability is not a significant factor in my evaluation.

E. Costs

The total cost of our statewide assessment system is a small fraction of our total K-12 education spending (less than two-tenths of one percent), so I would argue that our decision should be based primarily on the quality of the assessments, not by transitional increases or decreases in that cost as we migrate to the next-generation tests. That said, the per pupil cost of the PARCC assessments is lower than our current MCAS costs, because: (a) the development costs were heavily subsidized by federal and foundation grants; (b) computer-based testing is less expensive to deliver and score; and (c) joining with other states provides economies of scale.¹² All testing contracts are subject to periodic cost increases when they are re-bid. The current MCAS testing contract is in its last year; the PARCC testing contract runs through June 2018.¹³

The development costs for next-generation MCAS ELA and mathematics tests are difficult to project without conducting an actual procurement. Costs will depend in part on the length of the tests; the degree to which existing PARCC and MCAS items can be used; and the speed with which we move to all computer-based testing. Combining the new ELA and mathematics tests in the same contract with the MCAS science and legacy grade 10 tests will provide some economies. We can expect an incremental annual cost of several million dollars, to be applied for three or four years. Savings from even a partial move to computer-based testing will help to offset the development costs.

Once the procurement is conducted, we will be able to provide the Governor and the Legislature with accurate cost information to inform the state budget development.

F. Governance and Sustainability

Many of the concerns expressed about the PARCC assessment have focused more on the governance structure of the consortium and on its future prospects.

In addition to Massachusetts, the following are currently active members of the consortium: Colorado, District of Columbia, Illinois, Maryland, New Jersey, New Mexico, and Rhode Island. Aside from Massachusetts, the other members have all committed to using PARCC as their state assessment and are clearly interested in continuing the enterprise. The memorandum of understanding that governs the consortium is scheduled to be renewed at the end of this calendar year; discussions are already underway on needed changes to update and improve the governance structure. In the event that the consortium disbanded for any reason at any time in the future, a process is in place to designate a third party to take over and manage the consortium's intellectual property (test items, scoring rubrics, standards, etc.) for the benefit of the members.

¹² Even though many of the original consortium members have since withdrawn, the total number of students in the remaining states is still larger than any one state.

¹³ The current MCAS testing contractor is Measured Progress. The current PARCC testing contractor is Pearson LLC.

With respect to the consortium's decision making, policies are now set by the governing board, and I would expect that some form of that arrangement will continue. Because Massachusetts has had a leadership role in the consortium, there have been relatively few instances where we disagreed with a policy decision. Nevertheless, we do need to acknowledge that we are only one state with one vote, and there are no guarantees that the other states will always move in the direction that we think is appropriate.

The consortium has engaged a consultant, Bellwether Partners, to study and advise it on its structure going forward. A major focus is the development of options for states (both member and non-member) to access and use the PARCC test content without needing to give the complete assessment or needing to use the designated PARCC testing contractor. A number of states in addition to Massachusetts, as well as other educational entities, are interested in these options. I expect the consortium to issue a statement shortly in which the members express their support for this new direction.

Conclusion

For all of the reasons described above, I am asking for your support for the recommendations presented earlier in this memorandum. A motion for your consideration is attached.

Also attached is an initial draft of the scope and workplan for the proposed next-generation MCAS test development program, prepared by our Student Assessment Services office. If you adopt my recommendations, this will be expanded and refined in consultation with our stakeholders.

The approach I have recommended lets us continue to benefit from a high quality, next-generation assessment in which we have invested a great deal of time and effort. It also ensures that the assessment will reflect the Commonwealth's unique needs and concerns. I look forward to discussing this with you next week.

Attachments

- (1) Appendix: Proposed Model for New Massachusetts Assessments
- (2) Motion

Proposed Model for New Massachusetts Assessments

1. If the Board elects to develop a next-generation Massachusetts assessment, the Department would undertake a series of steps to receive input from the field and ensure the technical soundness of the assessments. At a minimum, these steps would include the following:

- ❖ Elicit input from teachers, administrators, and other key stakeholder groups
- ❖ Obtain technical advice and input from the MCAS Technical Advisory Committee, a long-standing group composed of local and national experts in assessment
- ❖ Partner with a contractor that has deep experience in delivering custom, high-quality assessments

2. The new program would be focused on the following:

- ❖ Combining PARCC, MCAS, and newly developed items into full ELA and math tests
- ❖ Creating stronger alignment to the Massachusetts Curriculum Frameworks
 - Introducing writing-in-response-to-text at all grades for ELA
 - Developing and implementing new item types that more deeply and strategically assess the standards
 - Assessing MA-specific standards
- ❖ Developing a consistent set of performance standards across all grades
- ❖ Phasing in of full computer-based testing
- ❖ Developing an appropriate sequence of tests for high school to gauge college and career readiness
- ❖ Setting standards for the tenth grade competency determination (CD) tests in ELA and mathematics beginning with the class of 2020, to provide reliable feedback on whether students are on track for success in post-secondary education. (The current MCAS remains the CD standard through the class of 2019.)

Throughout the process of building and implementing this new system, the Department will remain committed to best practices and high standards in all aspects of test development, administration, and reporting, including the following:

- ❖ Educator involvement throughout the test development process
- ❖ Superior customer service, training, and support for schools, districts, parents, and students
- ❖ Rapid turn-around of results
- ❖ High bar for student performance, as compared to national and international benchmarks and tests

Selected Benefits of Proposed New Model

- ❖ The state benefits from a large pool of previously developed PARCC and MCAS items (including technology-enhanced items) that can be used as a starting point for the new ELA and mathematics tests.
- ❖ The model creates a sense of coherence and continuity for the field; specifically:
 - One online platform used to manage test administration and deliver test questions for all MA grades and subjects (schools and districts do not have to learn multiple online systems as they transition to computer-based testing)
 - All MA assessments have a similar “look and feel”
 - One customer service center/portal provides services for all MA assessments
 - All reporting activities housed in Edwin Analytics and on the Department’s website
- ❖ Massachusetts maintains control over assessment planning and decision-making, including the following:
 - Test design and development
 - Standard setting
 - Policies for students with disabilities and English language learners
 - Timely reporting at the student, school, district, and state levels
 - Item release policies
- ❖ Local educators remain involved and strongly invested in the processes of item development and review.

Timeline (estimates)

- December 2015/January 2016 – begin convening of advisory groups
- February 2016 – issue request for proposals
- July 2016 – award of new MCAS contract

New Directions and Possibilities

Reinstatement of history and social science testing program

The history tests were suspended in 2009 following the economic downturn of the mid-2000s. This program could be restored with modifications such as new item types and a performance-based component.

Development and implementation of performance-based assessments

Using Race to the Top funding, the assessment office has already developed and piloted a small number of classroom-based performance assessments in science and history. This program could be expanded to include more grades and subjects. In the first few years, the assessments could be scored locally, with students awarded credit for participation only, and with selected auditing by the Department.

Over time, a summative score could be obtained and used as part of the overall profile of students' achievement and growth.

Online student reports

Currently, many schools and districts throughout the Commonwealth make information available to parents online, including report cards and progress reports. Online score reporting (in addition to paper reports and available through a secure, password-protected site) would provide parents/guardians with easy access to their child's scores, as well as a way for the Department to inform parents about other data, additional academic supports, and other pertinent information to encourage parental involvement and improve student outcomes.

New testing constructs

We will continue to monitor and evaluate other innovative approaches to testing (for example, adaptive testing) that might allow us to reduce testing time while maintaining test validity.

Draft Scope of New Assessment Contract

Summary

- ❖ All-inclusive approach, with the exception of specialized programs (MCAS-Alt for students with significant disabilities and the WIDA consortium testing for English learners)
- ❖ ELA and mathematics tests will incorporate existing PARCC and MCAS items, as appropriate, and additional items to be developed under the contract
- ❖ Five-year contract with up to two one-year extensions

Summative assessments included in new contract

- ❖ New ELA and mathematics tests (grades 3–8)
- ❖ Science and technology/engineering (grades 5 and 8)
- ❖ Current MCAS grade 10 ELA and mathematics (until no longer needed for the high school competency determination)
- ❖ High school ELA, mathematics, and science tests to address both the competency determination and college and career readiness standards (exact configuration to be determined)
- ❖ History and social science (as an optional deliverable)

Proposed major vendor services

- ❖ Project management for overall Massachusetts testing program
- ❖ Item development for summative assessments, including technology-enhanced items
- ❖ Administration of tests; scanning, scoring, and reporting of results
- ❖ Online platform to deliver tests for all grades and subjects, with ability to accommodate previously developed content (PARCC items)

- ❖ Paper-and-pencil available through at least spring 2018 administration to provide time for districts to secure sufficient technology infrastructure – paper-and-pencil available thereafter as an accessibility accommodation.

Board of Elementary and Secondary Education Meeting: November 17, 2015
Agenda Item: Student Assessment for Spring 2016 and Beyond

MOVED: that the Board of Elementary and Secondary Education, in accordance with Mass. General Laws chapter 69, sections 1B and 1I, hereby endorses the approach recommended by the Commissioner to develop the next-generation Massachusetts student assessment program, and directs the Commissioner to take steps as outlined in his November 12, 2015, memorandum to the Board to achieve that objective.

Teacher Responses:

Best decision for Arlington for the Spring 2016 state test administration would be for Arlington to do the following:

- Continue with the MCAS for a final year – 38 (66%)
- Choose PARCC paper and pencil with the "hold harmless" provision – 15 (26%)
- Choose PARCC computer-based with the "hold harmless" provision – 5 (9%)

My reasons for this decision are primarily based on the following factors:

	#	%
Technology - not enough IT support to feel confident we could pull off a computer-based test	34	59%
Stress of one more new thing, so want to stick with MCAS	31	53%
Technology - current infrastructure too weak to support a computer-based test	29	50%
Concerned that students would have a problem with the fact that PARCC is a timed test	27	47%
Technology - challenge of coordinating 2,600 students to take a computer-based test	26	45%
Believe the "hold harmless" clause for PARCC 2016 would be worth taking advantage of	20	35%
Time to learn new format and prepare for new test would derail other initiatives	17	29%
Would like to see how students handle a timed test in a "hold harmless" environment	16	28%
Worried about new accommodations in PARCC	14	24%
Technology - would pull away IT support and resources from technology instruction in the classroom	13	22%
Want to try out PARCC, but want to stick with paper and pencil	11	19%
Since PARCC is a timed test, it will limit the amount of total time spent on the test	9	16%
No long composition with PARCC!	8	14%
Technology - want to see how students will do with the technology, since it is a "hold harmless" administration	6	10%
Interested in seeing how the accommodations in PARCC computer-based would work for students	6	10%
Testing Window - PARCC is later and would allow students more time to learn content	5	9%
Other	4	7%

Disaggregated Data for PARCC/MCAS Survey – Total 58

ELEMENTARY

Grade 3 - 11/21 classroom teachers

- 2 PARCC paper and pencil
- 9 MCAS for a final year

Grade 4 – 13/21 classroom teachers

- 1 PARCC computer-based
- 6 PARCC paper and pencil
- 6 MCAS for a final year (2 teachers administered PARCC pilot paper and pencil)

Grade 5 – 11/20 classroom teachers

- 1 PARCC computer-based
- 3 PARCC paper and pencil
- 6 MCAS for a final year (1 teacher administered PARCC pilot paper and pencil)

Grade 3-5 Special Education

- 1 PARCC paper and pencil
- 2 MCAS for a final year (1 teacher administered PARCC pilot computer-based pilot)

Other Elementary

- 1 PARCC paper and pencil (teacher administered PARCC paper and pencil)
- 2 MCAS for final year

MIDDLE SCHOOL

Grade 6

- 2 English Teachers – MCAS for final year
- 1 Math – PARCC computer-based

Grade 8

- 2 Math Teachers – PARCC computer-based (1 teacher administered PARCC pilot computer-based)

Grade 6-8 Special Education

- 2 Teachers – MCAS for a final year

Other Middle School

- 5 Teachers
 - 1 Teacher – PARCC paper and pencil
 - 4 Teachers – MCAS for a final year

HIGH SCHOOL

- 1 Teacher – PARCC paper and pencil
- 2 Teachers – MCAS for a final year

Additional teachers – not clear which grade levels:

- 2 Teachers - MCAS for a final year

Please describe your main concerns with PARCC:

The pilot had too many issues. Hopefully some will be resolved but why spend so much time on something new for just one year?

Learning how to prepare students and teaching third graders the new expectations . I know these expectations will change again as I prepare third graders for their first state test.

I believe that Parcc is ~~more~~ rigorous but starting now will help offer students the largest window to make the transition

I gave PARCC a few years ago. The directions were incredibly difficult to understand — the format was tricky. There is absolutely no way the IT will work. At Thompson we have a technology fail a few times every week. The timed test would stress them out. And it is ONE MORE THING we need to do.

Internet issues

MCAS is bad enough. My learners struggle immensely. Their self-esteem is cesspool low. It would be unconscionable to ask these vulnerable students to perform at a level that is unattainable based on their language gaps. Learning should be joyful and enlightening. Standardized tests take away from the joy of learning at a developmental appropriate pace. As it is, the curriculum is moving too fast for my learners to fully absorb/internalize the academic material presented to them on a daily basis. The PARCC would add unnecessary stress to an already anxious situation.

Tech problems

I am worried that students aren't ready for the complexity of the questions, despite our best efforts to prepare them for this shift.

Not enough time to prepare students with new format. I have never seen PARCC before and would need time to learn it myself!

Too above fifth grade level

The anxiety of the test for students

As one coworker noted, it is like the GRE test.

Not under state control

we don't have reliable internet access.

I don't know enough about it and I think we need more notice than 5 months to prepare for something new.

It is like the GRE test. All the sped students would fail it.

my main concern is students taking the test on the computer when their typing skills are SO limited at this age.

That we won't actually be held "harm less" and that the results will be used and discussed and cause undue stress. I think the questions will be too difficult for many students and trying to do them online will be even more difficult.

not sure I've prepared students adequately

difficulty and adapting to differences

I don't know much about the format & how to help my students.

Rigor may not match our curriculum (TERC, etc.)

Accommodations and the technology for learning disabled students

i have heard that the questions are much more challenging than MCAS questions, and i would not be sure how to help students prepare for such a test.

I think MA should retain control over its own testing system. I don't think it is fair to students to hold them to specific time limits. I think that even if we are told that teachers and districts will not be held accountable for scores, in reality, it won't be that simple. Administering a new test will require even more time to be spent on dealing with test prep and test logistics, when I feel that one of the biggest needs in education right now is for people to be less focused on testing.

It is not a fair test, should not be timed and asks too much of students, it sets them up to fail.

Please describe the main advantages you see with a possible PARCC try-out in 2016

Trial to see what it's like

gives us a chance to see it without being punished

It doesn't count

The "hold harmless" clause makes it less stressful to try it out if this is the direction we are heading in anyway

2 years of hold harmless while we reconsider aspects of the curriculum

If the "MCAS 2.0" is going to be infused with PARCC-style items, it could be helpful for students to have some familiarity with PARCC. If we are eventually going to move to a computer-based test, we will eventually have to try one out and see where the weaknesses in our infrastructure are. It could be helpful to do this in a "hold harmless" year.

Largest window to adjust to new format

At this time, I don't see any advantages. Sorry.

Honestly, seeing how badly it tanks. Having the students see the types of questions that may later be expected of them.

"Hold harmless" provision

It's an opportunity to be held harmless and see what it's like.

We are not accountable for grades; this is the direction so why not get a sneak preview?

Will give us the opportunity to see what needs to be improved in terms of technology, content, and scheduling. Might as well try out PARCC computer-based so we have time (years) to improve our tech infrastructure and scheduling processes prior to MCAS 2.0 becoming a computer-based test

Exposure for students in low stakes environment

Advantage is students AND teacher seeing what it feels like to take and administer this test.

curiosity -- let's see what all the talk is about!

Anything else you want to say on the topic?

This is too big of a change to implement for something that would happen in the current school year.

Let's stay with a familiar test format for as long as possible. There is no need to change a state test so many times. It is detrimental to children and teachers. Thank you

I feel like PARCC will be a total disaster, especially at the middle school and on the computers. I don't feel like the district realizes just how bad our technology and such can be at times and I feel like it would be a good idea to just see HOW disastrous it is. I also really do NOT want the results to be associated with me in ANY way. No one in any sort of position of authority should even comment on the PARCC results - I think that's imperative if we do opt to go with it.

(Forgive errors. I am on my cell) I know how to teach the current content and prepare students for MCAS.

I don't know the best way to prepare students for PARCC. We have developed items for PARCC prep.

We are doing so much "new" this year. Adding PARCC would be overwhelming.

I do not think we should ever switch to PARCC

If we switch do we need to amend IEPs so untimed test for students with special needs? Currently we do not list because my as is untimed.

If it is truly "hold harmless", then why not try it out to see where our strengths and weaknesses lie?

Factors for Consideration for MCAS/PARCC for Spring 2016

- **STRESS:** For students, teachers, administrators, and IT staff that would be involved in getting the district up to speed with this new testing format. On the other hand, the “hold harmless” clause would allow us to just let the students take the test and consider it an opportunity to learn from the experience. We would have to make it imminently clear to the administration and the School Committee that PARCC would be approached with the very clear message that this is a low-stress, try out year – not something teachers and students need to study, gear up for, and test prep for.
- **FORMAT:** PARCC would mean no “long composition” for grades 4 and 7! As far as the total sessions go, there is one testing window, and all sessions would be scheduled in that window. The total number of sessions is outlined in the chart below. The testing windows is included in parentheses after the subject area. The testing windows for PARCC are the same for both the paper and pencil and the computer-based test.

Grade	MCAS - untimed	PARCC - timed
3, 4, 5 Note: Session 2 for Grade 3 is 75 minutes.	ELA (3/21-4/5) Session 1 (60 minutes) Session 2 (60 minutes) Math (5/9-5/24) Session 1 (45 minutes) Session 2 (45 minutes)	ELA (4/25-6/6) Session 1 – 90 minutes Session 2 – 75/90 minutes Session 3 – 90 minutes Math (4/25-6/6) Session 1 – 60 minutes Session 2 – 60 minutes Session 3 – 60 minutes Session 4 – 60 minutes
Grades 6-8	ELA (3/21-4/5) Session 1 (60 minutes) Session 2 (60 minutes) Math (5/9-5/24) Session 1 (50 minutes) Session 2 (50 minutes)	ELA (4/25-6/6) Session 1 – 110 minutes Session 2 – 110 minutes Session 3 – 90 minutes Math (4/25-6/6) Session 1 – 80 minutes Session 2 – 80 minutes Session 3 – 80 minutes
Grades 4 and 7	Long Composition 3/22 Session 1 (45 minutes) Session 2 (45 minutes)	NONE
Grades 5 and 8	Science & Technology (5/10-5/24) Session 1 (45 minutes) Session 2 (45 minutes)	All students will take the MCAS Science and Tech. Assessment

*Note: Some schools will be selected for field testing in ELA. If a school is selected, some students will take an additional unit.

TESTING WINDOW: PARCC has a much larger window and falls later in the year (April 25 – June 6). MCAS has narrower windows that fall earlier in the year – especially for ELA (3/21 - 4/5).

TECHNOLOGY:

- Do we have enough, the right kind, of hardware for 1,200 Middle School students and 1,400 Gr. 3-5 students?
- Is our WiFi capacity up to the task? (Note all of the many times we have lost WiFi on a regular, sometimes daily, basis.)
- Is our IT infrastructure up to the task?
- How disruptive will it be to other technology initiatives (use of technology for teaching, progress report writing, grades, evaluation system, and data entry)?
- Will keyboarding be an issue?
- Challenge of coordinating a schedule for 2,600 students for three subject areas
- Challenge of coordinating a total of 11 sessions x 7 elementary schools (77) for grades 3-5, and 10 sessions each x 3 grades at Ottoson, plus the science MCAS
- Challenge of scheduling make-up test sessions for 43 different tests with technology support and appropriate equipment.
- In 2015 – state offered to take care of uploading student information and pre-loading accommodation data based on last year's accommodations. Will they still offer this level of support for 2016?
- DESE also offered a summer institute and a "9 month plan" to prepare districts who agreed to take PARCC in 2015. Are they going to offer this same level of support to districts new to PARCC in 2016?

TIME FACTOR:

- PARCC is a timed versus MCAS untimed test.
- Students with disabilities who specifically have untimed test written into their IEP can have extended time (IEP plans may need to be amended).
- ELL students are also allowed extended time.
- Challenge of proctoring different time allowances with staffing, space and technology support constraints.

ACCOMMODATIONS:

- "MCAS Alternate" tests for students who are not able to take the regular test are still allowed.
- Text to speech feature for math allowed for any student.
- Paper and pencil test can be an accommodation for any student who is unable to access the computer-based test, if this is stated in their IEP (IEP's may need to be amended).
- Graphic organizers, checklists, and reference sheets are **not** allowed (approved organizers are allowed only for the MCAS).
- For ELL Students:
 - Use of a bilingual dictionary allowed.
 - Extended time allowed.
 - Scribe allowed for math test.
 - Read/clarify directions on all tests.
- **NOTE:** Many students will require changes to their IEP so that the appropriate accommodations allowed on PARCC are reflected in their IEP.

TRAINING TIME AND ITS AFFECT ON PROFESSIONAL DEVELOPMENT TIME:

- How much time will teachers need to familiarize themselves with the new assessment system? When will these sessions occur? District PD time already booked for the year with curriculum sessions for all content areas. Will replacing these sessions with a PARCC focus derail plans for work on curriculum and instruction already in place?
- How much time will be required for students to familiarize themselves with the new testing format, and computer-based tools for ELA and Math? (online video tutorials and practice tests) Who will support this work? What will the people that carry out these orientation sessions be pulled away from?

OVERALL QUESTIONS:

- Will the School Committee and the administration truly allow the district to take PARCC (if that's the decision that is made) and use it as a baseline to help us better understand places where our curriculum is aligned with CC and PARCC, and where there are gaps – and to better ascertain the strengths and weaknesses of the test itself?
- Will there be a united and public message that Arlington is going to administer PARCC without diverting large quantities of student and teacher time to prepare for and perform well on this new standardized assessment that is still in its infancy?
- Will the SC and administration have the courage to allow the district to really take this test cold, and use the information we learn for the purpose it was intended – to see where the strengths and weaknesses in our curriculum and instruction lie?
- Will teachers truly be “held harmless” in the same way that DESE is saying schools and districts will be held harmless?
 - DESE explicitly states that districts can drop Year 1 PARCC scores from the 4 year PPI calculations, and that CPI and SGP calculations will only be used if they keep a school or district at the same performance level, or if they improve it
 - Will teacher median SGP rates be excluded for this year? Can we get this in writing?
- What kind of input will teachers have into this decision?
- Teachers keep trying to get back to a focus on curriculum and instruction – lots of new initiatives already underway. To what extent would the change to PARCC derail other efforts?

LH Remarks for 11/19 School Committee Meeting – MCAS vs. PARCC Decision

- Here to address the recent decision of the BOE to support Commissioner Chester's recommendation to develop a new state test, currently being called "MCAS 2.0"
- Noteworthy that the vote on the BESE was 8-3 with the board members representing parents, teachers, and students all voting against the initiative.
- Believe that advocacy on the part of many constituents, succeeded in turning away the movement to tie MASS testing to the multi-state consortium. I think that was a significant victory.
- I applaud the fact that we have managed to maintain control of our state test – feel like Mass. educators and administrators will have more success influencing the content of the test, with state control.
- I support an amendment that passed 7-4 to continue the "hold harmless" clause for results based on the new test until 2018 (means first year of hybrid test in 2017 will also be "hold harmless"). Amendment was put forth by former Lesley U. President, Margaret McKenna, who supports the hybrid test, but feels like the rush to offer it in a year and a half does not leave proper time for test development, beta testing, and setting standards.
- Another statistic I want to mention is one I saw in the Globe West section last weekend. There it was reported that at the joint MASS/MASC conference, delegates took a non-binding vote in favor of the statewide moratorium on high-stakes, standardized testing until a better assessment system can be developed. Vote was 63-52 in favor of the ban. This is a conversation I hope to be able to come back to in the future.
- Tonight, the issue that will be taken up later in the agenda is what Arlington should do about our Spring 2016 test.
- Choices
 - Stick with MCAS for a final year
 - Try out PARCC paper and pencil – hold harmless
 - Try out PARCC computer-based – hold harmless
- As the people who will be responsible for preparing students and to take the test, I feel like it is critical for teacher input to be considered in this decision.
- Commend and appreciate the outreach from Asst. Supt. Laura Chesson, with whom I have had several long conversations about how to approach this decision. Laura also sponsored a teacher conversation on the topic on Wed. afternoon.
- After a lengthy conversation with Laura last week, and after spending a lot of time on the DESE website, I put together a document for teachers that explained the decision before us, and listed the major factors that I felt were important to weigh in making a decision.
- Teachers were encouraged to review the information, and fill out a survey about what they would recommend for the district.

- In all, 58 teachers participated in the survey.
 - 38/66% - stick with MCAS
 - 15/26% - try PARCC paper and pencil with hold harmless
 - 5/9% - try PARCC computer-based with hold harmless
- **Disaggregated Data**
 - Half of Gr. 3, 4, and 5 teachers responded – 41 teachers overall
 - **Gr. 3** – 18% PARCC paper and pencil; 82% stick with MCAS; 0% PARCC computer-based
 - **Gr. 4** – 8% PARCC computer-based; 46% PARCC paper and pencil; 46% stick with MCAS
 - **Gr. 5** – 9% PARCC computer-based; 27% PARCC paper and pencil; 55% stick with MCAS
 - **Gr. 3-5 SPED** – 1 PARCC paper and pencil; 2 stick with MCAS
 - **Middle School** – 12 teachers overall
 - 67% stick with MCAS; 25% PARCC computer-based; 8% PARCC paper and pencil
- Teachers were also asked to state their main reasons for their decision. Factors included both pro-MCAS and pro-PARCC choices. The factors teachers selected most often, in order of popularity, were:
 - **Technology** – not enough IT support to feel like we could pull off a computer-based test
 - **Stress** of one more thing – want to stick with MCAS
 - **Technology** – current infrastructure too weak to support a computer-based test
 - **Timed Test:** Concerns students would have a problem with the fact that PARCC is a timed test
 - **Technology** – challenge of coordinating 2,600 students to take a computer-based test
 - **Hold harmless** clause for PARCC 2016 would be worth taking advantage of
- Significant that Technology related issues were 3 of the top 6 factors listed. This is not a knock on our hard working IT staff, rather an acknowledgement of the daily challenges presented by the growing pains of increasing technology options for students and teachers. If we are really going to be ready to fully integrate technology into teaching and learning, AND prepare for a district-wide online assessment, we will have to make a much larger investment in our IT department.

- Unlike a year and a half ago, I do not come with a single recommendation.
- I can see merits of both sticking with what we know, and trying out the PARCC format under the hold harmless clause.
- I urge you to read through the comments and preferences stated by teachers, and to consider their concerns.
- If the decision is made to try out PARCC this spring, I have two very specific requests that I believe will be critical to the success of the endeavor:
 - 1. That the School Committee and the administration publicly embrace a PARCC trial as an opportunity to try out a new testing platform – with the sole focus on learning more about the way that PARCC approaches assessing the Common Core standards.
 - No time should be diverted from the important work the district is doing on aligning curriculum and continuing our efforts to support teacher with professional development on instructional practices and Common Core units of study.
 - At the elementary level, there are currently new units of study being rolled out in science, reading, writing, and math. This work is critical to supporting our efforts to improve the educational experience for students and our alignment to the CC. Time should not be diverted to study a new, and still evolving testing system in the few short months that remain before the spring administration.
 - If the decision is to go with PARCC, I hope all parties make it very clear to parents, teachers, and the community, that the accountability system for students, teachers, schools and the district will be **turned off**. It would be an experiment that would better inform our work going forward. The goal would be to plan to spend time in the 2016-2017 school year attempting to process and learn from the experience.
 - 2. If PARCC is the direction the district decides to go in, I think the message from teachers is strong and clear – there is major apprehension around the district's capacity to carry out a full district on-line administration. I think this could be a disaster for all involved. Thoughtful decisions should be made about the realistic capacity we have to try out the online version in a limited number of settings. With the current timeline, we have four years to get to 100% online administration. The district should consider ramping up thoughtfully, in stages over time.
- Many of us have very mixed feelings about some of the features of the current PARCC test, but I know we will have the chance to discuss this concern more fully another day.
- Now that we have the certainty of a four year plan before us, I urge the School Committee and the administration to consider the feedback from teachers, and to make a thoughtful decision that clearly articulates the reasons for the decision, the goals for the decision, and contains a clear plan to communicate the rationale and goals to teachers and the community at large.

STATE TESTING SPRING 2016



What do we know about the tests 2016/2017?

- In 2017 all schools will be taking MCAS 2.0.
- DESE will be putting out RFP for company to build test that is “substantially based on PARCC building on the \$200 million investment that has been made in PARCC while adding some elements of MCAS like questions”.
- The test will be under Massachusetts control therefore time period offered, accommodations allowed, length of test, information released is under Massachusetts control.
- Time line for creation of this hybrid is less than 1 year. Therefore it supports the description that it will be “substantially based on PARCC”.
- Commissioner has stated that “Schools that did MCAS last year that switch to PARCC for this spring will provide their students with a substantial leg-up in preparing for the test to be offered in 2017”. This clearly indicate the likely proportion of PARCC in MCAS 2.0

What do we know about accountability in 2016/2017?

- All schools that do PARCC in 2016 will be held harmless.
- All schools that do MCAS will have an accountability rating
- All schools will be held harmless in 2017

What do we know about reported results?

- Results will be delivered at approximately same time we get information from MCAS for 2016/2017
- District, school, student, and item analysis results will be reported
- All released items (similar to MCAS) will be shared.

Communication Plan – Key Dates

Staff

- Focus group meetings 11/18/15 and 11/20/15
- Email feedback 11/18 – 12/5/16
- Draft recommendation to staff 11/25/15
- Training plan to staff by 11/25/15
- If approved PARCC lead teacher position posted by 12/15/15
- Will be available to present at building meetings Nov/Dec/Jan

Parents

- Draft recommendation out to parents week of 11/26/15
- Parents may submit emails to APS superintendent email
- If approved Arlington PARCC link on website by 12/15/15
- Parent forums to be held in January
- Asst. superintendent available for PTO meetings in Dec/Jan/Feb

Training Plan

- Training for teachers and administrators required every year for state testing.
- Students usually do significant amount of test prep.
- Training for PARCC if approved will focus only on providing familiarity with test mechanics
- In one or two schools will do CBT either Johanna Bradley or Susan Bisson will train teachers/students.
- Online training video to review or cover students who have missed.
- Trainings will be focused between February – mid-April.

Consideration	Positives	Concerns
Stress	The “held harmless” clause for 2016 would allow us to gain experience from test without the accountability stress.	Students, teachers, administrators will be involved. IT may will be involved. Stress will be even higher if our work includes students and teachers having to study, gear up, and do additional test prep
Format	No long comp for grades 4 and 7.	Testing is all in one window so students have all testing in the same window. Three sessions of math and three sessions of ELA.
Timing	Testing is held later in year for ELA. Therefore students and teachers have more time to prepare.	Because all timing is in one window there is a potential for some students to have to experience a testing session 8 days in a row.
Technology	We would have the opportunity to “get the bugs out” of a computer based test while being held “harmless”. Option to not have all students on CBT.	Is our WIFI capacity up to the task? Do we have right devices? Do we have enough support

Consideration	Positives	Concerns
Length of test	PARCC is time test but students with disabilities and ELL can have extra time. Results thus far show general education students have sufficient time. Longer test but short test period.	Some gen education students may be stressed by timed environment. May have to update IEP's. More testing minutes.
Accommodations	MCAS Alt students still take ALT. Paper and pencil can be accommodation. ELL students can use bi-lingual dictionaries. All students can use read-aloud and text color/font size features	IEP's may need to be updated. Graphic organizers, checklists, and references sheets may not be allowed.
Training	Many online videos are already available	District PD already spoken for so PD will have to happen during day or after school.

Testing Sessions

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
ELA Total Test Sessions	MCAS	PARCC	MCAS	PARCC	MCAS	PARCC	MCAS	PARCC	MCAS	PARCC	MCAS	PARCC
	2	3	4	3	2	3	2	3	4	3	4	3
Math Sessions	2	4	2	4	2	4	2	3	2	3	2	3

Example of Math Question

Questions/Information to be gathered

- Accommodations for special education students.
- How many special education IEP's will need to be modified – or if they don't need to be (like last year when they just had to inform parents).
- More feedback from middle school teachers.
- Final draft schedule based on whether schools will do paper and pencil or online.
- Will we still be using the same technology (i.e. caching server) for next year.

Draft Recommendation

- PARCC spring of 2016
- One or two schools will do digital. Remaining will have option to do digital or paper and pencil.
- No changes to curriculum or scope/sequence.
- No “test prep” except to familiarize staff and students with format and question types.
- Completely a “try-on”, “test-drive” experience.

Foundation Budget Review Commission

Final Report

October 30, 2015

Table of Contents

I.	<u>Commission Members</u>	3
II.	<u>Overview</u>	4
III.	<u>Findings and Recommendations</u>	
	Part A	7
	Part B	13
	Part C	15
	Part D	17
IV.	<u>Appendix A: Public Hearing Testimony Summary</u>	18
V.	<u>Appendix B: Commission Meetings & Documents</u>	19

ACKNOWLEDGEMENTS

The Foundation Budget Review Commission is grateful to the many individuals and organizations that contributed to the completion of its study.

First and foremost, the Commission gratefully acknowledges the exceptional work and support provided by David Bunker, who was hired by the Commission in September to manage the Commission's remaining work and complete an analysis of the topics identified by the Commission in its preliminary report. The Commission benefited enormously from David's extensive expertise and research, and his work was invaluable to the final production of the Commission's report.

We would like to thank Melissa King and Roger Hatch from the Department of Elementary and Secondary Education's Office of School Finance, who have contributed an extraordinary amount of time and expertise to the work of the Commission. The cooperation of Melissa and Roger in providing data and running projections has been instrumental to the Commission throughout the course of its deliberations, and we wish to express our gratitude for their efforts and support.

We would also like to acknowledge the members of the Advisory Committee who contributed valuable knowledge, experience, and perspectives throughout the Commission's work.

Finally, the Commission is grateful to the many groups and individuals who provided policy expertise and insight through presentations at various Commission meetings, including Dr. Karla Baehr, Dr. Paul Dakin, the Rennie Center for Education Research & Policy, and the Massachusetts Budget and Policy Center.

Senator Sonia Chang-Díaz
Co-Chairs

Representative Alice H. Peisch

Foundation Budget Review Commission Membership

Commission Chairs

Senator Sonia Chang-Díaz, *Senate Chair of the Joint Committee on Education*

Representative Alice H. Peisch, *House Chair of the Joint Committee on Education*

Commission Members

Tom Moreau, *Secretary of Education Designee*

Commissioner Mitchell D. Chester, *Department of Elementary & Secondary Education*

Commissioner Tom Weber, *Department of Early Education & Care*

Representative Michael Moran, *Speaker of the House Designee*

Senator Patricia Jehlen, *Senate President Designee*

Representative Kimberly Ferguson, *House Minority Leader Designee*

Edward Moscovitch, *Senate Minority Leader Designee*

Paul Reville, *Governor Designee*

Evan Ross, *House Ways & Means Chair Designee*

Senator Sal DiDomenico, *Senate Ways & Means Chair Designee*

Mayor Kevin Dumas, *Massachusetts Municipal Association Appointee*

Joe Esposito, *Massachusetts Business Alliance for Education Appointee*

Patrick Francomano, *Massachusetts Association of School Committees Appointee*

Mary Bourque, *Massachusetts Association of School Superintendents Appointee*

Barbara Madeloni, *Massachusetts Teachers Association Appointee*

John Coleman Walsh, *American Federation of Teachers Massachusetts Appointee*

John Lafleche, *Massachusetts Association of Vocational Administrators Appointee*

Michael Wood, *Massachusetts Association of Regional Schools Appointee*

David Verdolino, *Massachusetts Association of School Business Officials Appointee*

Advisory Members (non-voting)

Mary Frantz, *League of Women Voters of Massachusetts Appointee*

Luc Schuster, *Massachusetts Budget and Policy Center Appointee*

JD Chesloff, *Massachusetts Business Roundtable Appointee*

Jennifer Francioso, *Massachusetts Parent Teacher Association Appointee*

Carolyn Ryan, *Massachusetts Taxpayers Foundation Appointee*

Jason Williams, *Stand for Children Massachusetts Appointee*

Chris Martes, *Strategies for Children Appointee*

Commission Staff

Jennie Williamson, *Research Director of the Joint Committee on Education*

Nathanael Shea, *Chief of Staff in the Office of Senator Sonia Chang-Díaz*

David Bunker, *Staff consultant to the Commission*

Overview

Mission

Sections 124 and 278 of the FY15 State Budget established the Foundation Budget Review Commission (Commission) to “determine the educational programs and services necessary to achieve the commonwealth’s educational goals” and to “review the way foundation budgets are calculated and to make recommendations for potential changes in those calculations as the commission deems appropriate.” In conducting such review, the Commission was charged with determining “the educational programs and services necessary to achieve the commonwealth’s educational goals and to prepare students to achieve passing scores on the Massachusetts Comprehensive Assessment System examinations.” The statute also directed the Commission to “determine and recommend measures to promote the adoption of ways in which resources can be most effectively utilized and consider various models of efficient and effective resource allocation.” In the FY16 State Budget, the Commission was granted an extension until November 1, 2015 to finish its work, and issue a final report.

The members of the Commission approached their work in the spirit of those who originally proposed the Education Reform Act of 1993, and the many from the educational, business, philanthropic, governmental, and civic communities who have advanced its work in a bipartisan and collaborative way since then. We are convinced that providing a high quality education to every student within the Commonwealth regardless of wealth, income, educational background, or zip code is not only a matter of constitutional obligation but of generational responsibility. It is not only the means by which our children grow into active participants in our democracy and productive members of our economy, but by which they are given the tools of self-reflection and personal growth that ensure happy, successful, and fulfilled lives that fully unlock their potential, utilize their skills, and realize their dreams. Massachusetts has made great strides since 1993 in realizing this kind of high quality public education. Indeed, on many metrics, the Commonwealth is the envy of many other states and industrialized countries. But reports from the field and the research community alike in recent years have suggested that the system is fiscally strained by the failure to substantively reconsider the adequacy of the foundation budget since 1993, and that the formula may need re-tooling to meet the needs of the 21st Century. Moreover, 22 years after the advent of education reform, the challenge we have not yet achieved desired results on is to deliver quality consistently to all geographies and all demographic groups across our state.

To meet these challenges, the Commission focused not only on identifying areas where the foundation budget and district spending might be poorly aligned or out-of-date, but asked questions about best practice, efficiency, and productivity, to ensure that gaps between foundation budget assumptions and actual spending were not simply filled because they existed, but were filled because exhaustive analysis showed that either maximum efficiencies had been sought, or that even maximizing efficiencies would not have allowed districts to fully close such gaps. The Commission also undertook its task recognizing that the Department of Elementary and Secondary Education (DESE) has, in recent years, consistent with both the original Education Reform Act, and subsequent amendments to the law, including the Achievement Gap Act of 2010, been ramping up efforts to hold districts and schools accountable for results, and to ensure that every effort is being made to identify, reduce, and eliminate remaining achievement gaps. It was a special moral and fiscal focus of the Commission’s, then, to make sure that the schools and districts most likely to be held accountable for bringing high-need students to proficiency, also had sufficient resources to meet those standards, and educate their high-needs populations to the same standards as other students by reviewing the adequacy and efficacy of the ELL and low-income rates in the formula.

Legislative Charge

SECTION 124. Chapter 70 of the General Laws is hereby amended by striking out section 4, as so appearing, and inserting in place thereof the following section:-

Section 4. Upon action of the general court, there shall periodically be a foundation budget review commission to review the way foundation budgets are calculated and to make recommendations for potential changes in those calculations as the commission deems appropriate. In conducting such review, the commission shall seek to determine the educational programs and services necessary to achieve the commonwealth's educational goals and to prepare students to achieve passing scores on the Massachusetts Comprehensive Assessment System examinations. The review shall include, but not be limited to, those components of the foundation budget created pursuant to section 3 of chapter 70 and subsequent changes made to the foundation budget by law. In addition, the commission shall seek to determine and recommend measures to promote the adoption of ways in which resources can be most effectively utilized and consider various models of efficient and effective resource allocation. In carrying out the review, the commissioner of elementary and secondary education shall provide to the commission any data and information the commissioner considers relevant to the commission's charge.

The commission shall include the house and senate chairs of the joint committee on education, who shall serve as co-chairs, the secretary of education, the commissioner of elementary and secondary education, the commissioner of early education and care, the speaker of the house of representatives or a designee, the president of the senate or a designee, the minority leader of the house of representatives or a designee, the minority leader of the senate or a designee, the governor or a designee, the chair of the house committee on ways and means or a designee, the chair of the senate committee on ways and means or a designee and 1 member to be appointed by each of the following organizations: the Massachusetts Municipal Association, Inc., the Massachusetts Business Alliance for Education, Inc., the Massachusetts Association of School Committees, Inc., the Massachusetts Association of School Superintendents, Inc., the Massachusetts Teachers Association, the American Federation of Teachers Massachusetts, the Massachusetts Association of Vocational Administrators, Inc., the Massachusetts Association of Regional Schools, Inc. and the Massachusetts Association of School Business Officials. Members shall not receive compensation for their services but may receive reimbursement for the reasonable expenses incurred in carrying out their responsibilities as members of the commission. The commissioner of elementary and secondary education shall furnish reasonable staff and other support for the work of the commission. Prior to issuing its recommendations, the commission shall conduct not fewer than 4 public hearings across regions of the commonwealth. It shall not constitute a violation of chapter 268A for a person employed by a school district to serve on the commission or to participate in commission deliberations that may have a financial impact on the district employing that person or on the rate at which that person may be compensated. The commission may establish procedures to ensure that no such person participates in commission deliberations that may directly affect the school districts employing those persons or that may directly affect the rate at which those persons are compensated.

SECTION 278. (a) The foundation budget review commission established in section 4 of chapter 70 of the General Laws shall file its report on or before June 30, 2015. A copy of the report and recommendations shall be made publicly available on the website of the department of elementary and secondary education and submitted to the joint committee on education.

(b) In addition to the membership listed in section 4 of chapter 70 of the General Laws and for the purposes of this review, there shall be 1 advisory nonvoting member of the foundation budget review commission from each the following organizations: the League of Women Voters of Massachusetts, the Massachusetts Budget and Policy Center, the Massachusetts Business Roundtable, the Massachusetts Parent Teacher Association, the Massachusetts Taxpayers Foundation, Stand for Children and Strategies for Children. Advisory members shall be informed in advance of any public hearings or meetings scheduled by the commission and may be provided with written or electronic materials deemed appropriate by the commission's co-chairs. Before finalizing its recommendations, the foundation budget commission established in said section 4 of said chapter 70 shall solicit input from advisory members who may offer comments or further recommendations for the commission's consideration.

Process and Method

To inform its deliberations, the Commission conducted six public hearings across the Commonwealth to solicit testimony from members of the public (*refer to Appendix A for a summary of public hearing comments*). The Commission also held seven meetings between October 2014 and June 2015, during which members examined relevant research and considered information and data presented by various stakeholders (*refer to Appendix B for a summary of the Commission meetings and a list of documents reviewed at each meeting*). At the end of this period, recommendations were made and accepted relative to the foundation budget assumptions regarding health insurance and special education.

In September, the commission was able to hire a researcher and staff person, and instructed that the focus of remaining work be on identifying ways to reduce the achievement gap among low income students and English language learners by examining whether the existing additional amounts required by the formula are sufficient to meet the needs of those districts as defined by 2015 pedagogical standards and best practice. Multiple sources of evidence were considered in this phase of the work, including a review of national literature and research, as well as other state funding formulas, to determine whether our ELL and low income weightings in MA were adequate or in a reasonable national range, and interviews with superintendents, business managers, and teachers in MA districts that have found success in turning around schools and reducing or eliminating the achievement gap for high needs students. Given that insufficient time remained for either a professional judgment panel or a successful schools study, the commission's hope was that the principles underlying both models could be respected by seeking the advice, counsel, and professional judgment of those who had achieved some initial success at meeting the educational needs of ELL and low income students. The multiple sources of evidence gathered in this way are reflected in the additional recommendations made in this report relative to low income and ELL increments.

Finally, a number of areas remained in which the Commission either did not have time to carry out the due diligence needed to make an informed recommendation, or believes that current efforts and pilot programs must be continued and their results reviewed before any final inclusion of related costs in the Chapter 70 funding formula.

Findings & Recommendations

– PART A –

Foundation Budget Changes

The Education Reform Act of 1993 established the foundation budget to ensure adequate funding for all students in Massachusetts. Since then, some of the assumptions contained in the formula for calculating the foundation budget have become outdated. In particular, the actual costs of health insurance and special education have far surpassed the assumptions built into the formula for calculating the foundation budget.¹ As a result, those costs have significantly reduced the resources available to support other key investments. In addition, the added amounts intended to provide services to ELL and low-income students are less than needed to fully provide the level of intervention and support needed to ensure the academic and social-emotional success of these populations, or to allow the school districts serving them to fund the best practices that have been found successful.

I. Health Insurance

Findings

Actual spending on employee health insurance far exceeds the current foundation budget allotment for such costs, as noted in several recent studies.² Statewide, district spending on “Employee Benefits & Fixed Charges” exceeds the foundation budget allotment by more than 140%.³ This is primarily due to the dramatic growth in health insurance costs nationwide and the fact that such costs have increased at a significantly higher rate than the rate of inflation used to adjust the foundation budget. In addition, the “Employee Benefits & Fixed Charges” component of the foundation budget does not include retiree health insurance, even though districts or communities incur such costs.

In developing the below recommendations, the Commission leveraged the collective expertise of its members to engage in discussions about how to address the discrepancy between the foundation budget and actual spending on health insurance. To inform such discussions, the Commission reviewed the factors encompassed in the “Employee Benefits & Fixed Charges” component of the formula, examined data on municipal health insurance trends, and reviewed information regarding the participation of school district employees in the state’s Group Insurance Commission (GIC) health plans.

Recommendations

1. Adjust the employee health insurance rate captured in the “Employee Benefits/Fixed Charges” component of the formula to reflect the average⁴ Group Insurance Commission (GIC) rate*;

¹ Recent studies have estimated the gap between foundation and actual spending in these categories to be as high as \$2.1 billion combined (Massachusetts Budget & Policy Center, “Cutting Class: Underfunding the Foundation Budget’s Core Education Program,” 2011; Massachusetts Business Alliance for Education, “School Funding Reality: A Bargain Not Kept,” 2010; Massachusetts Department of Elementary & Secondary Education, “Report on the Status of the Public Education Financing System in Massachusetts,” 2013).

² Ibid.

³ Melissa King & Roger Hatch, DESE. “Massachusetts Foundation Budget: Focus on Special Education and Health Insurance.” March 2015. Powerpoint presentation.

⁴ While the Commission recommends using the average rate, it acknowledges that there may be other benchmarks that the Legislature may find more appropriate.

*The increment representing the other parts of the “Employee Benefits/Fixed Charges” component would remain the same.

2. Add a new category for “Retired Employee Health Insurance” to the foundation budget; and
3. Establish a separate health care cost inflation adjustor for the employee health insurance portion of the “Employee Benefits/Fixed Charges” component of the formula, based on the change in the GIC rates.

II. Special Education

Findings

Foundation enrollment accounts for the additional costs of providing special education services through an assumed rate of district enrollment, rather than an actual count of students. A district’s foundation enrollment is multiplied by 3.75% to add additional special education resources to the foundation budget. This translates to an assumption that 15% of students receive in-district special education services 25% of the time.⁵ In actuality, around 16% of students receive some level of in-district special education services statewide⁶, which suggests that the foundation budget understates the number of in-district special education students. Out-of-district special education enrollment is assumed at 1% of foundation enrollment, which mirrors the rate of out-of-district special education placements statewide. However, districts spend far more on special education tuition for out-of-district placements than what is allocated through the foundation budget. In FY13, actual costs were 59% higher than the foundation budget rate of \$25,454.⁷ To address the fact that the foundation budget understates the number of in-district special education students and the cost of out-of-district special education, the Commission has developed the below recommendations.

Recommendations

1. Increase the assumed in-district special education enrollment rate from 3.75% to 4.00% (for non-vocational students) and 4.75% to 5.00% (for vocational students)
 - *Current assumption (3.75%) = 15% of students receiving SPED services 25% of the time*
 - *Proposed change (4.00%) = 16% of students receiving SPED services 25% of the time*
2. Increase the out-of-district special education cost rate to capture the total costs that districts bear before circuit breaker reimbursement is triggered. One example of how this might be done is to increase the out-of-district special education cost rate by an amount equal to the following:

$$[4 \times \text{statewide foundation budget per-pupil amount}] - [\text{statewide foundation budget per-pupil amount}^{**} + \text{out-of-district special education cost rate}]^{***}$$

⁵ 15% x 25% = 3.75%

⁶ Melissa King & Roger Hatch, DESE. “Massachusetts Foundation Budget: Focus on Special Education and Health Insurance.” March 2015. Powerpoint presentation.

⁷ Melissa King & Roger Hatch, DESE. “Massachusetts Foundation Budget: Focus on Special Education and Health Insurance.” March 2015. Powerpoint presentation.

^{**} Not including assumed SPED costs.

^{***} This would be a one-time adjustment, with the resulting rate increased by inflation each year thereafter.

III. Budget Impact Summary: Health Insurance and Special Education Changes

Statewide Summary	GAA	25% Phase in	Difference	100%	Difference
	FY16	FY16		FY16	
Enrollment	942,120	942,120	0	942,120	0
Foundation budget	10,090,177,272	10,340,927,612	250,750,340	10,912,226,442	822,049,170
Required district contribution	5,943,909,031	6,002,726,108	58,817,077	6,080,502,587	136,593,556
Chapter 70 aid	4,511,521,973	4,607,300,066	95,778,093	4,943,298,626	431,776,654
Required net school spending (NSS)	10,455,431,004	10,610,026,174	154,595,170	11,023,801,213	568,370,210

The chart above illustrates the estimated impact of the Commission's recommended adjustments to the foundation budget categories for health insurance and special education, expressed both as a one year cost and based on a four year phase-in. Note that because of the structural changes recommended to both the ELL and low income rates below, further work would be needed to ensure that the Chapter 70 spreadsheets accurately reflected those changes. Those recommendations would also entail an increase in the amount of Chapter 70 aid, not reflected in this chart. In addition, if the legislature chose to incorporate any of the issues raised in Part C of this report as being worthy of further study and consideration, the final cost to the state would increase further.

IV. English Language Learners

Findings

A review of national literature showed that the weights for states with funding formulas that made adjustments for ELL students had weightings of between 9.6% and 99%. Although Massachusetts uses rates rather than weightings, those rates contain an implied weighting of between 7% and 34%. In general, then, MA weightings for ELL are well within the national range, with the exception of the high school rates of 7% and 40% respectively.

Although the origin of the high school rate differential is based in legitimately different class size assumptions in a historic iteration of the formula, it presents a challenge to the effective provision of services to the ELL population. A consistent point made by the superintendents and educators with whom we spoke was the sharp rise in students with interrupted education (SIFE) and students with limited or interrupted formal education (SLIFE), often children from war torn regions, or refugees, who have serious social and emotional needs, and arrive at school with little to no formal education for school districts to build upon. This challenge is exacerbated at the high school level, where such gaps in learning must be made up in an extremely short time frame, often with highly staff-intensive interventions involving class size of 10 or less per teacher, and support staff as well. Next, vocational schools which serve significant numbers of ELL students have frequently pointed out to the Commission that they receive no additional support in meeting their students' needs through the formula, because the ELL student amount is calculated as a base rate per student rather than as an added

increment. Therefore, no ELL increment is applied to the vocational foundation budget, despite the significant needs some vocational districts face in educating this population. Finally, smaller districts and their advocates urged that funding and flexibility remain in the formula in recognition of the fact that they too often have ELL learners, but, due to low incidence, may meet those needs in creative and cost-sharing ways with other districts.

Recommendations

1. Convert the ELL increase from a base rate to an increment on the base rate.
2. Apply the increment to vocational school ELL students as well.
3. Increase the increment for all grade levels, including high school, to the current effective middle school increment of \$2,361. This would increase the range of ELL-only weightings and expand available funds for staff-intensive high school age interventions.

V. Low-Income Students

Findings

Recommended weightings for low income students in the national literature range from an (admittedly conservative) 40% more than the base per student rate to 100% more. The low income increments in MA range from 32% at the high school level to 50% at the junior high/ middle school level, with low income ELL running between 30% and 84%. In our effort to determine where in the broader range of weightings MA should fall, the Commission reviewed the testimony made at public hearings and undertook focused interviews with successful educators in the fall. Among districts which had successfully carried out turnaround efforts, either district wide, or at select schools within the district identified as Level Four schools, many common themes and best practices emerged as worthy of replication in the effort to better meet the needs of ELL and low income learners, and reduce remaining achievement gaps, a few of which follow:

1. Extending the school day or year: This was among the top of the strategies identified as having been successful in the schools where it is tried. It is often extended to allow both more learning time for students, and common planning time for teachers and staff. More time is frequently viewed as essential to overcome existing deficits in learning and achievement.
2. Social and Emotional Needs/ Mental and Physical (including Oral) Health: Although educators are quick to stress that social and emotional needs are different and distinct from mental health, almost everyone interviewed stressed that the growth of need in this area has been staggering. Many asserted that they could not have accurately predicted in 1993, or even ten years ago, how much more effort and cost would be needed to ensure an adequate supply of social workers, guidance and adjustment counselors, wraparound coordinators, and other staff to ensure that the needs of their students are met, and that students arrive school stable and ready to learn.
3. Instructional Improvement: Improving instruction is usually key to any successful school turnaround, and several strategies emerge as valuable here: increased and improved professional development, common planning time for teachers and staff, and the use of instructional teams and instructional coaches.
4. Targeted Class Size Reductions for the Highest Need Populations: Although the formula's assumptions for K-3 class size, and for high needs students, are fairly low, several educators stressed that, for certain of the highest need populations, such as the SIFE/SLIFE ELL students mentioned above, or other high

school students with significant gaps to redress in a short time, or students with significant social-emotional needs, or who are at high risk of dropping out, or have a high history of truancy, who need intensive staff attention to help keep them in school and on task, class sizes lower than 10 to 1 were often necessary to increase achievement rapidly.

5. Early Education: Full Day Kindergarten and Full Day Pre-K. Many of the educators indicated both that bringing full day K into their districts had significantly impacted and improved school readiness, and that high on their wish list was the extension of full day pre-K and other early learning services in their districts.

For some of these strategies, the Commission was presented with solid and detailed estimates for what these implementations cost. MA 2020 presented evidence that extended learning time (or ELT) costs approximately \$1300-1500 per student. The Mass Budget and Policy Center (MBPC) presented a costing out of comprehensive wraparound services that was estimated at \$1300 per student. Worcester school officials presented evidence that their successful efforts at turning around Level 4 school cost about \$2000 more per student than other schools in the district received. Other strategies proved more elusive to cost out, although the range of weightings found in literature ranged from a conservative 40% in the Education Trust review, to 50% in the work of the Education Reform Review Commission of 2002, to almost 100% in Maryland. It was also clear from our interviews and emerging practices in other states that districts with the highest concentrations of poverty had a correspondingly high need for funding. The fact of concentration of challenging populations itself caused a change in the asset mix available to, and the expenditures required of, districts. They especially needed the educational and pedagogical synergies created by making more than one reform happen at a time.

The other challenge faced by the Commission was this: No one strategy or group of strategies is used consistently in every school district, but no model district limited so itself to one strategy only. Successful districts, and successful school turnarounds, require multiple concurrent, overlapping and reinforcing strategies, the exact details of which will vary from district to district. The question before the Commission was: How shall we account for the varying costs of diverse strategic educational choices through a standardized formula without simply summing the costs of every possible strategy, or limiting districts to one strategy at a time? The recommendations below attempt to find a way through that question by recommending that the low income increment be increased based on concentration of poverty, and that the poorest districts be provided enough per student to ensure that two to three reforms might be carried out simultaneously.

Recommendations

1. Increase the increment for districts with high concentrations of low income students. The Legislature will need to determine specific increments based on further review of data and debate, but based on its review of national literature, practices in other states, and model districts within our own state, the Commission offers the guidance that that weighting should fall within the range of 50%-100% and that multiple concurrent interventions are necessary to effectively close achievement gaps. The final decision should provide high poverty school districts with enough funding to pursue several turnaround strategies at once.
2. Ensure that any new definition of economically disadvantaged (necessitated by districts' shift away from collection of free and reduced school lunch eligibility data) properly and accurately count all economically needful students.
3. Leave the exact calculation of each increment to legislative action.
4. Require each district to post a plan online, on a highly accessible and visible state website as well as their district site, about how it will use the funds calculated in the ELL and low income allotments to serve the

intended populations, what outcome metrics they will use to measure the success of the programs so funded, performance against those metrics, and, subsequently, the results of the funding on improving student achievement. The plan will be public, but not subject to approval by DESE. The plan, which can be part of required school improvement plans, should detail how funds are being used to improve instructional quality, and/or ensure that services are provided that allow every student to arrive at school physically and mentally healthy, with their social and emotional needs met, and ready to learn.

5. Consistent with testimony provided to the Commission, the interviews conducted by Commission staff, and a national literature review to identify best practices, we anticipate that districts will use funding flexibility for one or more of the following best practices: a) expanded learning time, in the form of a longer day and/or year, and inclusive, where appropriate, of common planning time for teachers, b) wraparound services that improve and maintain the health of our students, including social and emotional health and skills, mental health and oral health, c) hiring staff at levels that support improved student performance and the development of the whole child, d) increased or improved professional development rooted in pedagogical research, and focused on instructional improvement, including evidence-based practices such as hiring instructional coaches, e) purchase of up-to-date curriculum materials and equipment, including instructional technology, and f) expanding kindergarten, pre-school, and early education options within the district.

– PART B –

EFFICIENT AND EFFECTIVE RESOURCE ALLOCATION

In the course of deliberations, Commission members often found themselves desiring even more detailed information than that immediately available. In addition, in approving foundation budget increases, they wanted to ensure the funding was used effectively and accountably to meet the educational needs of our most vulnerable children and high needs students. The first part of the recommendations below represents specific recommendations relative to the low income and ELL increment increases proposed in Part A of this report, and about school-based budgeting, the second part is the recommendation of a data working group that made recommendations to the Commission in September, and the third section contains the recommendations of the Commission relative to early education.

Data Collection Recommendations

1. Establish a data collection and reporting system that tracks funding allocated for ELL and Low Income students to ensure that spending is targeted to the intended populations, and to provide a better data source to future Foundation Budget Review Commissions about the accuracy and adequacy of the low income and ELL increments.
2. Establish a data collection and reporting system that allows for greater access to school-level expenditures and data across all districts to increase the understanding of state level policy makes about effective school-level interventions and investments, and which connects that data to student achievement data so more informed decisions can be made about the productivity, efficiency , and effectiveness of state expenditures.

Stakeholder Data Advisory Group Recommendations

1. Establish Stakeholder Data Advisory Committee

The Department of Elementary and Secondary Education (DESE), in collaboration with the Executive Office of Education (EOE), should convene a Stakeholder Data Advisory Committee to promote effective resource allocation decisions at the local level

2. Purpose of Data Advisory Committee

The Data Advisory Committee will assist DESE to identify, implement and assess cost-effective ways to achieve three goals:

- a) Streamline financial reporting, eliminate duplicate reporting requirements, and improve data quality
- b) Strengthen DESE capacity to analyze and report staffing, scheduling and financial data in ways that support strategic resource allocation decisions at the district and school level
- c) Strengthen district capacity to use data to make strategic resource allocation decisions

3. Reports to the Board and Joint Education Committee

The Data Advisory Committee will report its progress to the Board of Elementary and Secondary Education and to the Co-chairs of the Joint Committee on Education at least semi-annually, and will make such recommendations for new funding as are necessary for DESE to achieve the goals.

4. Work of the DESE

DESE actions to achieve these three goals may include:

- Work with MTRS to obtain individual teacher salary information

- Develop strategies for securing more school-level financial data, including, where appropriate, developing ways to apportion more district expenditures to schools automatically
- Improve data accuracy by identifying more ways to “automate” the identification of “outlier” data on EPIMS staffing and EOY financial reports from districts to prompt district review
- Strengthen its training for district staff to improve accuracy and consistency of data reporting with special attention to: a) the use of clear and consistent definitions, and b) expected use of “Reports Tab” to explain significant changes and/or “outlier” data
- Eliminate duplication of effort at state and local levels by: a) aligning finance data with staffing (EPIMS) and enrollment (SIMS) data collections, and b) aligning grants management and reporting with EOY financial reporting
- Identify potential models, requirements, impacts, and estimated cost for a new financial reporting system
- Develop more powerful, actionable and publicly-available information and reports that combine and benchmark staffing, scheduling, and district/school-level funding data to support strategic resource allocation decisions at the local level
- Expand research focused on identifying promising practices for efficient and effective district and school resource allocation
- Collaborate closely with MASBO and MASS to develop the on-line (and other) training and support that DESE, education collaboratives, and local district and school staff need to make effective use of the current and new data and research
- Take other actions deemed necessary to achieve the goals

5. *Implications for Future State Funding*

Many of the above actions will require a cost-benefit analysis of a range of options. For some chosen options, new state funding will need to be recommended and secured.

Early Education

High-quality preschool is an effective practice identified by most school districts as one which increases the school readiness of students, especially high need students, and which is therefore worthy of further consideration and action by the legislature as it updates the structure and financing of public education for the 21st Century. While the Commission did not have sufficient time or resources to undertake specific recommendations on early education, it was a practice that was frequently highlighted in both national literature and in feedback from model districts within the Commonwealth—both for closing achievement gaps for disadvantaged students and in reducing special education costs for districts and the state. The state is currently using federal funds from the Preschool Expansion Grant (PEG) program, and some supplemental state funds, to examine and explore ways in which early education can be provided and expanded through the existing and robust mixed delivery system of public and private providers. As it considers whether the Chapter 70 funding formula can be adapted appropriately as a funding vehicle for the ongoing provision of pre-school, the Commission encourages the Legislature to incorporate the implementation wisdom gained through the PEG pilot programs and the Commonwealth’s other early education program, quality, and access initiatives as it rolls out any effort to provide these services more widely.

– PART C –

OTHER

The Commission wishes to make the following observations and recognitions, which due to time constraints, and limited resources, it has been unable to address more extensively:

I. IN-DISTRICT SPECIAL EDUCATION

A review at the September meeting of in-district SPED spending data confirms that the average expenditure per pupil exceeds the rate currently included in the foundation budget, and that, even upon adoption of the changes recommended in this report, a gap will remain of approximately \$700M between foundation budget assumptions, and district reported spending, and between foundation budget assumptions about staffing (assuming 4,394 teachers, or 8 special education FTEs to one teacher), and current practice (9,915 special education teachers, or approximately 5 special education FTEs to one teacher). Some evidence and testimony was presented that the central change driving this gap was that the original foundation budget for in-district special education was built on a model of substantially separate instruction, which has changed significantly over time to reflect the growing use of inclusion as the preferred pedagogical model in the Commonwealth. Since that model involves special education students spending most or all of their day in regular education classrooms, with special education (and para-professionals) coming into the classroom to provide extra help for struggling students, the working hypothesis of several Commissioners is that the added staffing needs of that model account for the significant difference in staffing and funding levels between the foundation budget and reported spending. Commissioners also noted the following challenges related to the data as presented: a) actual reported special education costs, including the counting of staff FTEs, don't line up precisely with functional categories in the foundation budget, and b) not all functional categories are collected by program, leaving key data missing for special education. In addition, some Commissioners expressed a desire for a more detailed review of district practice to confirm that inclusion, and its broad adoption at the district level, is the chief reason for any remaining funding shortfall, and to further examine how best to account for reported costs that may be shared between regular and special education. The Commission simply did not have sufficient time or resources to further analyze and review district teaching and funding practices in order to inform more specific recommendations. The gap between the foundation budget in-district SPED rate and actual district-level per pupil costs needs further attention by the legislature, in order to ensure that Chapter 70 supports best practices in creating and maintaining a 21st century special education system.

The Commission further notes that, while any increase made to the foundation budget to reflect special education costs would result in increased Chapter 70 aid for many districts, such additional funding would not need to be spent on special education services solely. Because special education is a legal entitlement, districts must fund individual education plans for all students in special education. Therefore, any gap between the foundation budget categories and actual legal obligations results in funds being diverted from other instructional priorities of the district to fund obligatory special education costs. Any increase in the Chapter 70 assumptions about special education that increases Chapter 70 aid to a district also frees up "other" funds currently being spent on special education services, and allows districts to make a broader set of investments in core instructional services and other supports that benefit the entire learning community of that district, should the district so choose. It is the expectation of the Commission that by more accurately reflecting special education (and health insurance costs) in the Chapter 70 formula, the Legislature will make possible numerous exciting reforms and instructional improvements that are currently beyond the fiscal capacity of the Commonwealth's school districts.

II. INFLATION FACTORS

The Commission also recognizes that, although the Chapter 70 formula contains an inflation adjustment, which has been applied in most years since 1993, in 2010, faced with a sharp downturn in revenues, and the serious budget challenge that resulted, the final budget used a lower inflation number (3.04%) from a different quarter than the quarter required by statute (6.75%). A correction for this “missed” quarter that acknowledges the statutory cap on inflation of 4.5% results in an adjustment of 1.4 % in FY16, and would have required additional Chapter 70 aid of almost \$55 million. A correction that suspended the statutory cap results in an adjustment of 3.6 % in FY16, and would have required additional Chapter 70 aid of almost \$158 million. Note, however, that these estimates were calculated separately from the recommendations made in Part A of this report. Were those changes adopted, there would be no need to make a corrective fix to those elements of the formula, which would lower the estimates above, and allow an inflation adjustment to be made to remaining categories for a lower cost in Chapter 70 aid.

– PART D –

CONCLUSION AND NEXT STEPS

As the Commission's work draws to a close, the legislature's work begins. We submit this report to the legislature with full recognition of the continued fiscal challenges of the Commonwealth, and the many competing priorities, and worthwhile goals, that the legislature must balance in crafting the annual state budget. We recognize that recommendations of this scope and size will need to be phased in to be affordable. However, we also note again what was stated at the beginning of this document: that the good work begun by the education reform act of 1993, and the educational progress made since, will be at risk so long as our school systems are fiscally strained by the ongoing failure to substantively reconsider the adequacy of the foundation budget. We therefore urge that the legislature act on these recommendations with a profound sense of the risks and opportunities at stake for our shared prosperity as a state and, as our constitution acknowledges, the critical nature of education to the health of our democracy. We advise a keen sense of the urgency when it comes to addressing the identified funding gaps, and the moral imperative of reducing the remaining achievement gaps.

The Commission also hopes, after passage of any revisions to Chapter 70, that careful and continued attention will be paid to the adequacy of the foundation budget, to the effectiveness of the implementation of any Chapter 70 revisions, and to best practices that emerge over coming years. We encourage the legislature to make the work of the Commission recurring, on some regular interval of years as was originally envisioned by the 1993 Act, since both pedagogical wisdom and relevant changes in our economy and society will always be emerging. We hope that, with the assistance of such a reconvened commission, the legislature will be in a position to act expeditiously on any new fiscal needs or implementation challenges that have arisen in the interim, or new strategies that permit more efficient and effective use of funds. Noting the challenges and frustrations faced by this Commission as the result of a lack of dedicated and funded staff, we strongly recommend that dedicated and timely funding be provided to any future Commission to allow a rigorous review of available data to make decisions that are in best long term interests of the Commonwealth both fiscally and educationally.

Education reform in Massachusetts is now 22 years old, and its strength has derived from a solid bipartisan commitment both to high academic standards and to providing adequate funding to allow districts to meet those standards. As a Commission composed of members from the educational, business, philanthropic, governmental, and civic communities, we hope that our proposals represent another step in that journey towards academic excellence and educational equity, and we look forward to continuing our work together to see these changes enacted and signed into law.

Appendix A

The Commission held six public hearings across the state to solicit testimony from members of the public. A summary of the main themes and issues that were raised during the public hearings are listed below. ***This list reflects the testimony heard at the public hearings only and is not meant to convey the Commission's formal findings or recommendations.***

Public Hearings Summary

- Actual spending on Special Education and Health Insurance far exceeds the foundation budget assumptions. As a result, foundation spending is consumed by these under-funded fixed charges, leaving less funding available to support other educational programs.
- Need to increase funding for at-risk students – especially low income and ELL students.
- The foundation budget does not provide sufficient resources to address the mental health needs of today's students.
- The foundation budget should provide greater support for wraparound services.
- The Commission should examine district allocation practices and efforts to remove barriers to efficient and adaptive uses of funds.
- Technology should be included in the foundation budget as such costs were not envisioned in the original foundation budget.
- The Commission should propose changes to simplify and clarify the foundation budget to make it easier for citizens to understand how funds are spent and whether these are bringing about results.
- Money should follow the student at the school level, to ensure that additional aid is being spent on the students who it is intended to benefit.
- Reconsider the use of October 1st enrollment data to calculate foundation budgets, which is especially problematic for districts that experience significant fluctuations in student enrollment throughout the year.
- The current method of funding charter schools is creating significant and growing financial difficulty for municipalities and school districts.
- The Commission should consider whether there is sufficient funding in the foundation budget for building maintenance.
- The foundation budget formula does not account for the cost of unfunded mandates.
- Need a better enforcement mechanism and/or greater clarity regarding a municipality's obligation to appropriate sufficient funds to meet the required local contribution.
- Transportation should be included and funded in the foundation budget.
- Need to address "equity" issues – the Commission should review and adjust the local contribution and school aid calculation factors in the Chapter 70 formula.
- The Commission should address concerns surrounding vocational education – i.e. how vocational education students are recruited and accepted, how tuition is calculated, and the high cost of student transportation.
- The foundation budget should include funding for school libraries.
- The foundation budget should account for the differences in costs among smaller, rural districts.

Appendix B

Summary of Commission Meetings & Materials

Meeting # 1: October 9, 2014

Commission members reviewed the charges set forth in the authorizing legislation (*Sections 124 & 278 of Chapter 165 of the Acts of 2014*), viewed a presentation on the foundation budget formula entitled “Measuring Adequacy – the Massachusetts Foundation Budget” prepared by Melissa King and Roger Hatch from the Department of Elementary & Secondary Education (DESE), and discussed the public hearing schedule. Commission members received the following materials: A copy of the authorizing legislation (*Section 124 & 278 of Chapter 165 of the Acts of 2014*), a summary of the authorizing legislation, and a copy of the power point presentation entitled “Measuring Adequacy – the Massachusetts Foundation Budget”.

Meeting #2: March 10, 2015

Commission members viewed a presentation on special education and health insurance entitled “Massachusetts Foundation Budget: Focus on Special Education and Health Insurance” prepared by Melissa King and Roger Hatch from DESE, viewed a presentation on municipal health insurance trends prepared by Carolyn Ryan from the Massachusetts Taxpayers Foundation, and reviewed the Commission’s meeting schedule and timeline. Commission members received the following materials: a copy of the power point presentation entitled “the Massachusetts Foundation Budget: Focus on Special Education and Health Insurance”, a copy of the power point presentation entitled “Municipal Health Insurance Trends”, and a copy of the Commission’s meeting schedule.

Meeting #3: March 27, 2015

Commission members viewed a presentation on the other foundation budget categories and differences in spending among districts entitled “Further Analysis of the Foundation Budget” prepared by Melissa King from DESE, viewed a presentation on the wage adjustment factor prepared by Melissa King from DESE, and considered information provided by DESE Commissioner Mitchell Chester on the relationship between spending and student outcomes. Commission members received the following materials: a copy of the power point presentation entitled “Further Analysis of the Foundation Budget”, a copy of the power point presentation entitled “Wage Adjustment Factor”, and a list of school districts by wealth and low-income quintile.

Meeting #4: April 14, 2015

Commission members viewed a presentation on evidence-based strategies for improving student outcomes entitled “Building a Foundation for Success” prepared by Chad d'Entremont and Luc Schuster from the Rennie Center and Mass Budget and Policy Center, considered information provided by Dr. Paul Dakin (Superintendent of Revere Public Schools) regarding the various investments and programs that have yielded positive outcomes in Revere, and discussed the process for reviewing and voting on recommendations that would be included in the Commission’s final report. Commission members received the following materials: a copy of the power point presentation entitled “Building a Foundation for Success”, and a handout on Revere Public Schools provided by Dr. Paul Dakin.

Meeting #5: May 5, 2015

Commission members viewed a presentation on effective resource allocation entitled “Effective & Efficient Resource Allocation: A Framework to Consider” prepared by Dr. Karla Baehr, discussed and approved changes to the Commission’s timeline and work plan, and reviewed a draft proposal containing recommendations for

health care and SPED adjustments. Commission members received the following materials: a copy of the power point entitled “Effective & Efficient Resource Allocation: A Framework to Consider”, a copy of the work plan proposed by Senator Chang-Díaz, and a copy of the draft recommendations for health care and SPED adjustments.

Meeting #6: June 9, 2015

Commission members reviewed and approved final recommendations for Health Care and SPED adjustments, considered proposals relative to full-day preschool and accountability, and discussed the other topics to be considered by the Commission during its extended deliberations. Commission members received the following materials: a copy of the final recommendations for health care and SPED adjustments, a document containing draft proposals relative to full-day preschool and accountability, and a copy of the Commission’s updated work plan.

Meeting #7: June 23, 2015

Commission members reviewed and approved edits to the preliminary report, discussed the process and methodology for analyzing the other topics to be considered during the Commission’s extended deliberations, and reviewed information presented by Roger Hatch from DESE on school-based data collection. Commission members received the following materials: a draft of the preliminary report, a document explaining the foundation budget comparison tool developed by Commission member Ed Moscovitch, and a document on school-level finance data.

Meeting #8: September 28, 2015

Commission members were introduced to David Bunker, who was hired by the co-chairs to staff the commission and draft the final report. They also reviewed and commented on his work plan, which was centered around examining the adequacy of the low income and ELL adjustments in the formula. Melissa King of DESE gave a presentation on in-district special education costs, members held a discussion on the “accountability” and “conditions” recommendations, and Dr. Karla Baehr gave a presentation of potential recommendations on data collection, which were unanimously approved by Commission members. Commission members received: a copy of the agenda, a copy of the work proposal prepared by David Bunker, a copy of the Power Point presentation on “In District Special Education Costs” by Melissa King, a document prepared by Dr. Karla Baehr containing recommendations to support effective and efficient allocation of resources, and a document containing a list of the “Accountability” proposals that the Commission has considered to date.

Meeting #9: October 16, 2015

Commission members reviewed the recommendations of David Bunker regarding the low income and ELL adjustments. They also discussed the issue of efficient resource allocation and reporting on spending. Finally, they had a follow-up discussion about in-district special education, and other remaining concerns expressed by Commission members.

FOUNDATION BUDGET REVIEW COMMISSION

Major Findings and Recommendations: Fall 2015
Kirsi Allison-Ampe & Linda Hanson

Mission of the FBRC

- * Established in the FY15 State Budget
- * Purpose:
 - * Determine the educational programs and services necessary to achieve the Commonwealth's educational goals
 - * Review the way foundation budgets are calculated and make recommendations for potential changes
 - * Determine the educational programs and services necessary to prepare students to achieve passing scores on the MCAS
 - * Determine and recommend measures to promote the adoption of ways in which resources can be most effectively utilized and consider the most effective and efficient resource allocation

New Considerations Since 1993

- * Reports from the field and research community have suggested the need to reconsider the adequacy of the 1993 foundation budget calculations – re-tool formula to meet the needs of the 21st Century
- * Failure to consistently meet the needs of all geographic and demographic groups – achievement gap (ELL, IEP, Low-Income)
- * Moral and fiscal focus of the Commission to make sure schools most likely to be held accountable for bringing high-needs students to proficiency, had sufficient resources to meet those standards

Major Factors Considered

- * Health Insurance
- * Special Education Related Costs
- * ELL Related Costs and Outcomes
- * Low-Income Related Costs and Outcomes

Health Insurance

- * Findings:

- * District spending on employee benefits and fixed charges exceeded budget allotment by more than 140%
- * Budget did not include retiree health insurance

- * Recommendations:

- * Adjust to the average GIC rate
- * Add retiree health insurance
- * Have a separate health insurance inflation adjustment factor

Special Education

- * Findings:

- * Percentage of students receiving special education services statewide is 16% (not 15%)
- * Districts spend 59% more on out-of-district special education costs (FY13)

- * Recommendations:

- * Increase the assumed in-district special education enrollment from 3.75% to 4.0% for non-vocational students, and from 4.75% to 5.0% for vocational students
- * Increase the out-of-district special education cost rate to capture the total cost that districts bear before circuit breaker is triggered

English Language Learners

* Findings:

- * National literature shows weights for state with funding formulas that made adjustments for ELL varied greatly
- * In general, Mass. weightings for ELL within national range, with the exception of the High School rates
- * HS level – students with interrupted education (SIFE) and limited and interrupted formal education (SLIFE) have huge deficits and little time to make up the difference

* Recommendations:

- * Convert ELL increase from a base rate to an increment on the base rate
- * Apply the increment to vocational school ELL students
- * Increase the increment for all grade levels to \$2,361 (Middle School level)

Low-Income Students

* Findings:

- * National weightings for low-income students varied greatly
- * In general, Mass. within the range
- * Reviewed and identified most successful practices implemented at turn-around schools for ELL and low-income

* Recommendations:

- * Increase the increments for districts with high concentrations of low-income students
- * Ensure any new definition of economically disadvantaged student counts properly and accurately reflect population
- * Leave the exact calculation of each increment to legislative action
- * Require districts to post online how it will use additional funds

Successful Practices

- * Extending the school day or year
- * Focus on social and emotional needs and meeting mental and physical health needs (including oral health)
- * Instructional improvements (increased PD time, increased common planning time, use of instructional teams and instructional coaches)
- * Targeted class size reductions for highest needs populations
- * Early education: Full day Kindergarten and Pre-K

Issues with Report

- * Problems with calculation of in-district special education numbers
 - * They claim 4.0% total FTE, and recommend increase assumption from 15 to 16% of all students receiving services 25% of time
 - * Actual numbers in presentation cited show 5.7% total FTE - discrepancy is not discussed
 - * Thus report recommendation will underestimate in-district special education

Issues with Report

- * Problems with calculation of out-of-district special education numbers
 - * “Out-of-district special education enrollment is assumed at 1% of foundation enrollment, which mirrors the rate of out-of-district special education placements statewide.”
 - * However, numbers in presentation cited for in-district SpEd show OOD enrollment that is 1.33% of foundation budget – 33% higher than assumed

Issues with Report

- * Problems with calculation of out-of-district special education spending
 - * Report reads "...districts spend far more on special education tuition for out-of-district placements than what is allocated through the foundation budget. In FY13, actual costs were 59% higher than the foundation budget rate of \$25,454."
 - * What they mean is actual per-pupil costs were 59% higher than FB estimates
 - * However, actual spending state-wide was 155% higher than foundation budget estimates (from same presentation previously cited)

Did they hear our concerns?

- * Mentioned in testimony summary:
 - * Health insurance cost overruns
 - * Special education underfunding
 - * Inadequate resources for mental health needs
 - * Need for greater support for wraparound services
 - * Include technology in foundation budget
 - * Foundation budget doesn't account for unfunded mandates
 - * Need to address equity of local contribution, school aid calculations
- * Not mentioned:
 - * Special education higher-than-average distribution of out-of-district students
 - * Wage adjustment factor

\$\$ Change for Arlington

Projections if new formula were used:

- * From DESE estimates on special education and health care changes, additional Chapter 70 money required to meet new foundation budget: **\$3,498,057**
- * Estimate of additional ELL funding: **\$110,000**
- * Unclear if low income increment would apply to us as we are not a high-concentration district
- * Total increase: **\$3,509,057**

\$\$ Change for Arlington

- * Increase in Town's required spending number to meet new foundation budget: \$779,268
- * Town currently spends well in excess of required spending so would not expect additional outlay needed

What wasn't funded

- * Higher-than-average special education out-of-district placements : **unknown amount**
- * Wage adjustment factor inequities: **>\$1,300,000**

Thoughts and Next Steps

- ★ Get a better handle on how the Commission is calculating the numbers that they recommended in the spreadsheet
- ★ Right now, just a report on a shelf. What do we want to do with it?



Town of Arlington, Massachusetts

7:50 PM Superintendent's Report K. Bodie

ATTACHMENTS:

Type	File Name	Description
▢ Reference Material	Long_Range_Proj_FY17_McKibben_for_SC_11.19.15.pdf	Long Range
▢ Reference Material	Long_Range_Proj_FY17_McKibben_Ratio_for_SC_11.19.15.pdf	Long Range McKibben FY 17
▢ Reference Material	Long_Range_Proj_FY17_No_Growth_for_SC_11.19.15.pdf	Long Range Projection No Growth FY 17
▢ Reference Material	Long_Range_Proj_FY17_Proj_Ratio_for_SC_11.19.15.pdf	Long Range Ratio FY 17
▢ Reference Material	Long_Range_Proj_FY17_Projected_Growth_for_SC_11.19.15.pdf	Long Range Projected Growth FY 17
▢ Reference Material	Long_Range_Proj_FY17_Teacher_Growth_for_SC_11.19.15.pdf	Long Range Teacher Growth FY 17

Arlington Public Schools
Financial Projection Tool
FY17 Budget Proposal

	FY16 as of 11.10.15	Growth Factors FY17 and beyond	FY17	Growth Factors FY17 and beyond	FY18	Growth Factors FY17 and beyond	FY19	Growth Factors FY17 and beyond	FY20	Growth Factors FY17 and beyond	FY21
Revenue											
Town Appropriation	34,572,590	3.25%	36,243,495	3.00%	37,613,828	3.00%	34,742,125	3.00%	36,326,860	3.00%	37,841,209
Special Education	17,501,455	7.00%	18,726,557	7.00%	20,037,416	7.00%	21,440,035	7.00%	22,940,837	7.00%	24,546,696
Kindergarten Tuition Offset	970,000		970,000		970,000		970,000		970,000		970,000
enrollment growth factor	530,069		274,785		546,299		526,671		412,178		271,514
Grants*	2,452,532	-1.00%	2,130,379	-1.00%	2,109,075	-1.00%	2,087,984	-1.00%	2,067,105	-1.00%	2,046,434
Fees and Other Revolving*	3,390,117	0.00%	3,253,086	0.00%	3,253,086	0.00%	3,253,086	0.00%	3,253,086	0.00%	3,253,086
<i>Estimated Revenue adj. Maintenance</i>	-		-	0.00%	(4,429,909)	0.00%	-	0.00%	-	0.00%	-
Total Revenue	59,416,763		61,598,302		60,099,795		63,019,902		65,970,065		68,928,938
Overage/(Underage)	(0)		(967,712)		(1,119,714)		(1,268,520)		(826,602)		(861,561)
Expense											
AEA COLA	31,863,935	2.00%	33,315,807	2.00%	35,770,619	2.00%	38,265,899	2.00%	40,752,180	2.00%	42,748,501
Step and Lane Increases	-	825,000	-	825,000	-	825,000	-	825,000	-	825,000	-
**Teacher Student Ratio Projection			928,427		919,968		862,219		333,115		559,711
Teacher Longevity	214,294	214,294	214,294	214,294	214,294	214,294	214,294	214,294	214,294	214,294	214,294
AAA	2,032,222	2.00%	2,072,866	2.00%	2,114,324	2.00%	2,156,610	2.00%	2,199,742	2.00%	2,243,737
Clerical	1,383,620	2.00%	1,411,292	2.00%	1,439,518	2.00%	1,468,309	2.00%	1,497,675	2.00%	1,527,628
Facilities/Custodial	1,981,667	2.00%	2,021,300	2.00%	2,061,726	2.00%	-	2.00%	-	2.00%	-
Bus Drivers	429,643	2.00%	438,236	2.00%	447,001	2.00%	455,941	2.00%	465,059	2.00%	474,361
Traffic	124,593	2.00%	127,085	2.00%	129,627	2.00%	132,219	2.00%	134,863	2.00%	137,561
Other Longevity	56,434	56,434	56,434	56,434	56,434	56,434	56,434	56,434	56,434	56,434	56,434
Paraprofessionals	2,447,892	2.00%	2,496,850	2.00%	2,546,787	2.00%	2,597,723	2.00%	2,649,677	2.00%	2,702,671
Administration	1,966,017	2.00%	2,005,337	2.00%	2,045,444	2.00%	2,086,353	2.00%	2,128,080	2.00%	2,170,642
Non Union Clerical	261,189	2.00%	266,413	2.00%	271,741	2.00%	277,176	2.00%	282,719	2.00%	288,374
Other Non Union Staffing	1,217,419	2.00%	1,241,767	2.00%	1,266,603	2.00%	1,291,935	2.00%	1,317,773	2.00%	1,344,129
Facilities Transfer Offset					(4,429,909)						
Out of District Tuition	7,006,908	2.00%	7,147,046	3.00%	7,361,458	3.00%	7,582,301	3.00%	7,809,770	3.00%	8,044,063
Transportation	1,084,350	2.00%	1,106,037	3.00%	1,139,218	4.00%	1,184,787	4.00%	1,232,178	4.00%	1,281,465
Energy	1,273,545	2.00%	1,299,016	2.00%	1,324,996	0.00%	-	0.00%	-	0.00%	-
Maintenance Costs	1,002,678	2.00%	1,022,732	2.00%	1,043,186	0.00%	-	0.00%	-	0.00%	-
Technology Maintenance	284,735	2.00%	290,430	2.00%	296,238	25.00%	370,298	25.00%	462,872	25.00%	578,590
Instructional Materials/ Textbooks	812,527	2.00%	828,778	2.00%	845,353	2.00%	862,260	2.00%	879,505	2.00%	897,095
Professional Development	280,845	2.00%	286,462	2.00%	292,191	2.00%	298,035	2.00%	303,996	2.00%	310,076
Educational Staffing Expansion Expense	-		223,310		221,275		207,385		80,122		134,624
Other Expense	3,692,250	2.00%	3,766,095	2.00%	3,841,417	2.00%	3,918,245	2.00%	3,996,610	2.00%	4,076,542
Total Expense	59,416,763		62,566,014		61,219,509		64,288,422		66,796,667		69,790,499

*Reflects Approved Budget numbers from Town Meeting, plus additional Circuit Breaker and Grants as currently known. FY17 shows loss of Kindergarten grant and roll back of Title 1 to FY15 levels.

****Reflects Enrollment Growth calculated for all years**

This scenario assumes transfer of Maintenance budget to its own Town department in FY18.

Growth Factors in green are factors subject to negotiation (new contract cycle)

Arlington Public Schools
Financial Projection Tool

Teacher Student Ratio Forcast from Dr. McKibben			Teacher Student Ratio Based on Dr. McKibben				
			FY17 Based			FY21 based	
			FY16 as of	on	FY18 based	FY19 based	FY20 based
Student population			Nov. 10, 2015	McKibben	on McKibben	on McKibben	on McKibben
	Elementary		2,947	3,130	3,181	3,253	3,253
	Middle		1,148	1,193	1,246	1,286	1,312
	High		1,315	1,243	1,300	1,338	1,371
		Total	5,410	5,566	5,727	5,877	5,936
	Teacher per Student*						
	Elementary	0.085	251.0	266.6	270.9	277.1	277.1
	Middle	0.084	96.4	100.2	104.6	108.0	110.2
	High	0.081	106.5	100.7	105.3	108.4	111.0
	New teachers needed to maintain ratio						
	Elementary		0.0	15.6	4.3	6.1	0.0
	Middle		0.0	3.8	4.5	3.4	2.2
	High		0.0	-5.8	4.6	3.1	2.7
	Total FTE		0.0	13.5	13.4	12.6	4.9
Total Using Current Average Salary		\$68,600	-	928,427	919,968	862,219	333,115
Staffing Expansion Costs	per FTE	\$16,500	-	223,310	221,275	207,385	80,122
							134,624

*Includes classroom, as well as specialty teachers, and all Special Education as presently budgeted

Arlington Public Schools Financial Projection Tool FY17 Budget Proposal Assuming No Additional Students After FY16											
	FY16 as of 11.10.15	Growth Factors FY17 and beyond	FY17	Growth Factors FY17 and beyond	FY18	Growth Factors FY17 and beyond	FY19	Growth Factors FY17 and beyond	FY20	Growth Factors FY17 and beyond	FY21
Revenue											
Town Appropriation	34,572,590	3.25%	36,243,495	3.00%	37,613,828	3.00%	34,179,437	3.00%	35,204,820	3.00%	36,260,965
Special Education	17,501,455	7.00%	18,726,557	7.00%	20,037,416	7.00%	21,440,035	7.00%	22,940,837	7.00%	24,546,696
Kindergarten Tuition Offset	970,000		970,000		970,000		970,000		970,000		970,000
enrollment growth factor	530,069		274,785		-		-		-		-
Grants*	2,452,532	-1.00%	2,130,379	-1.00%	2,109,075	-1.00%	2,087,984	-1.00%	2,067,105	-1.00%	2,046,434
Fees and Other Revolving*	3,390,117	0.00%	3,253,086	0.00%	3,253,086	0.00%	3,253,086	0.00%	3,253,086	0.00%	3,253,086
<i>Estimated Revenue adj. Maintenance</i>	-		-	0.00%	(4,429,909)	0.00%	-	0.00%	-	0.00%	-
Total Revenue	59,416,763		61,598,302		59,553,497		61,930,543		64,435,848		67,077,180
Overage/(Underage)	(0)		184,025		422,227		616,028		874,271		1,199,084
Expense											
AEA COLA	31,863,935	2.00%	33,315,807	2.00%	34,823,623	2.00%	36,361,596	2.00%	37,930,328	2.00%	39,530,434
Step and Lane Increases	-	825,000	-	825,000	-	825,000	-	825,000	-	825,000	-
**Teacher Student Ratio Projection			-		-		-		-		-
Teacher Longevity	214,294	214,294	214,294	214,294	214,294	214,294	214,294	214,294	214,294	214,294	214,294
AAA	2,032,222	2.00%	2,072,866	2.00%	2,114,324	2.00%	2,156,610	2.00%	2,199,742	2.00%	2,243,737
Clerical	1,383,620	2.00%	1,411,292	2.00%	1,439,518	2.00%	1,468,309	2.00%	1,497,675	2.00%	1,527,628
Facilities/Custodial	1,981,667	2.00%	2,021,300	2.00%	2,061,726	2.00%	-	2.00%	-	2.00%	-
Bus Drivers	429,643	2.00%	438,236	2.00%	447,001	2.00%	455,941	2.00%	465,059	2.00%	474,361
Traffic	124,593	2.00%	127,085	2.00%	129,627	2.00%	132,219	2.00%	134,863	2.00%	137,561
Other Longevity	56,434	56,434	56,434	56,434	56,434	56,434	56,434	56,434	56,434	56,434	56,434
Paraprofessionals	2,447,892	2.00%	2,496,850	2.00%	2,546,787	2.00%	2,597,723	2.00%	2,649,677	2.00%	2,702,671
Administration	1,966,017	2.00%	2,005,337	2.00%	2,045,444	2.00%	2,086,353	2.00%	2,128,080	2.00%	2,170,642
Non Union Clerical	261,189	2.00%	266,413	2.00%	271,741	2.00%	277,176	2.00%	282,719	2.00%	288,374
Other Non Union Staffing	1,217,419	2.00%	1,241,767	2.00%	1,266,603	2.00%	1,291,935	2.00%	1,317,773	2.00%	1,344,129
Facilities Transfer Offset					(4,429,909)						
Out of District Tuition	7,006,908	2.00%	7,147,046	3.00%	7,361,458	3.00%	7,582,301	3.00%	7,809,770	3.00%	8,044,063
Transportation	1,084,350	2.00%	1,106,037	3.00%	1,139,218	4.00%	1,184,787	4.00%	1,232,178	4.00%	1,281,465
Energy	1,273,545	2.00%	1,299,016	2.00%	1,324,996	0.00%	-	0.00%	-	0.00%	-
Maintenance Costs	1,002,678	2.00%	1,022,732	2.00%	1,043,186	0.00%	-	0.00%	-	0.00%	-
Technology Maintenance	284,735	2.00%	290,430	2.00%	296,238	25.00%	370,298	25.00%	462,872	25.00%	578,590
Instructional Materials/ Textbooks	812,527	2.00%	828,778	2.00%	845,353	2.00%	862,260	2.00%	879,505	2.00%	897,095
Professional Development	280,845	2.00%	286,462	2.00%	292,191	2.00%	298,035	2.00%	303,996	2.00%	310,076
Educational Staffing Expansion Expense	-		-		-		-		-		-
Other Expense	3,692,250	2.00%	3,766,095	2.00%	3,841,417	2.00%	3,918,245	2.00%	3,996,610	2.00%	4,076,542
Total Expense	59,416,763		61,414,277		59,131,270		61,314,515		63,561,578		65,878,097

*Reflects Approved Budget numbers from Town Meeting, plus additional Circuit Breaker and Grants as currently known. FY17 shows loss of Kindergarten grant and roll back of Title 1 to FY15 levels.

****Reflects Enrollment Growth calculated for all years**

This scenario assumes transfer of Maintenance budget to its own Town department in FY18.

Growth Factors in green are factors subject to negotiation (new contract cycle)

Arlington Public Schools
Financial Projection Tool

Teacher Student Ratio Projections

Teacher Student Ratio Based on Projected Enrollment

			FY16 as of	FY17 Based	FY18 based	FY19 based	FY20 based	FY21 based
			Nov. 10, 2015	on Projected	on Projected	on Projected	on Projected	on
				Enrollment	Enrollment	Enrollment	Enrollment	Projected
								Enrollment
Student population	Elementary		2,947	2,986	3,056	3,163	3,210	3,250
	Middle		1,148	1,220	1,271	1,286	1,305	1,338
	High		1,315	1,315	1,384	1,432	1,465	1,548
	Total		5,410	5,521	5,711	5,881	5,980	6,136
Teacher per Student*								
	Elementary	0.085	251.0	254.3	260.3	269.4	273.4	276.8
	Middle	0.084	96.4	102.4	106.7	108.0	109.6	112.4
	High	0.081	106.5	106.5	112.1	116.0	118.6	125.4
New teachers needed to maintain ratio								
	Elementary		0.0	3.3	6.0	9.1	4.0	3.4
	Middle		0.0	6.0	4.3	1.3	1.6	2.8
	High		0.0	0.0	5.6	3.9	2.7	6.7
	Total FTE		0.0	9.4	15.8	14.3	8.3	12.9
Total Using Current Average Salary			\$68,600	-	642,623	1,086,129	978,261	567,401
								884,939
Staffing Expansion Costs	per FTE	\$16,500	-	154,567	261,241	235,296	136,474	212,850

*Includes classroom, as well as specialty teachers, and all Special Education as presently budgeted

Arlington Public Schools Financial Projection Tool FY17 Budget Proposal											
	FY16 as of 11.10.15	Growth Factors FY17 and beyond	FY17	Growth Factors FY17 and beyond	FY18	Growth Factors FY17 and beyond	FY19	Growth Factors FY17 and beyond	FY20	Growth Factors FY17 and beyond	FY21
Revenue											
Town Appropriation	34,572,590	3.25%	36,243,495	3.00%	37,613,828	3.00%	34,839,837	3.00%	36,521,846	3.00%	38,193,667
Special Education	17,501,455	7.00%	18,726,557	7.00%	20,037,416	7.00%	21,440,035	7.00%	22,940,837	7.00%	24,546,696
Kindergarten Tuition Offset	970,000		970,000		970,000		970,000		970,000		970,000
enrollment growth factor	530,069		274,785		641,165		618,266		559,384		320,583
Grants*	2,452,532	-1.00%	2,130,379	-1.00%	2,109,075	-1.00%	2,087,984	-1.00%	2,067,105	-1.00%	2,046,434
Fees and Other Revolving*	3,390,117	0.00%	3,253,086	0.00%	3,253,086	0.00%	3,253,086	0.00%	3,253,086	0.00%	3,253,086
<i>Estimated Revenue adj. Maintenance</i>	-		-	0.00%	(4,429,909)	0.00%	-	0.00%	-	0.00%	-
Total Revenue	59,416,763		61,598,302		60,194,662		63,209,209		66,312,258		69,330,465
Overage/(Underage)	(0)		(613,165)		(939,454)		(1,095,300)		(762,986)		(1,090,157)
Expense											
AEA COLA	31,863,935	2.00%	33,315,807	2.00%	35,479,098	2.00%	38,138,032	2.00%	40,740,119	2.00%	42,975,171
Step and Lane Increases	-	825,000	-	825,000	-	825,000	-	825,000	-	825,000	-
**Teacher Student Ratio Projection			642,623		1,086,129		978,261		567,401		884,939
Teacher Longevity	214,294	214,294	214,294	214,294	214,294	214,294	214,294	214,294	214,294	214,294	214,294
AAA	2,032,222	2.00%	2,072,866	2.00%	2,114,324	2.00%	2,156,610	2.00%	2,199,742	2.00%	2,243,737
Clerical	1,383,620	2.00%	1,411,292	2.00%	1,439,518	2.00%	1,468,309	2.00%	1,497,675	2.00%	1,527,628
Facilities/Custodial	1,981,667	2.00%	2,021,300	2.00%	2,061,726	2.00%	-	2.00%	-	2.00%	-
Bus Drivers	429,643	2.00%	438,236	2.00%	447,001	2.00%	455,941	2.00%	465,059	2.00%	474,361
Traffic	124,593	2.00%	127,085	2.00%	129,627	2.00%	132,219	2.00%	134,863	2.00%	137,561
Other Longevity	56,434	56,434	56,434	56,434	56,434	56,434	56,434	56,434	56,434	56,434	56,434
Paraprofessionals	2,447,892	2.00%	2,496,850	2.00%	2,546,787	2.00%	2,597,723	2.00%	2,649,677	2.00%	2,702,671
Administration	1,966,017	2.00%	2,005,337	2.00%	2,045,444	2.00%	2,086,353	2.00%	2,128,080	2.00%	2,170,642
Non Union Clerical	261,189	2.00%	266,413	2.00%	271,741	2.00%	277,176	2.00%	282,719	2.00%	288,374
Other Non Union Staffing	1,217,419	2.00%	1,241,767	2.00%	1,266,603	2.00%	1,291,935	2.00%	1,317,773	2.00%	1,344,129
Facilities Transfer Offset					(4,429,909)						
Out of District Tuition	7,006,908	2.00%	7,147,046	3.00%	7,361,458	3.00%	7,582,301	3.00%	7,809,770	3.00%	8,044,063
Transportation	1,084,350	2.00%	1,106,037	3.00%	1,139,218	4.00%	1,184,787	4.00%	1,232,178	4.00%	1,281,465
Energy	1,273,545	2.00%	1,299,016	2.00%	1,324,996	0.00%	-	0.00%	-	0.00%	-
Maintenance Costs	1,002,678	2.00%	1,022,732	2.00%	1,043,186	0.00%	-	0.00%	-	0.00%	-
Technology Maintenance	284,735	2.00%	290,430	2.00%	296,238	25.00%	370,298	25.00%	462,872	25.00%	578,590
Instructional Materials/ Textbooks	812,527	2.00%	828,778	2.00%	845,353	2.00%	862,260	2.00%	879,505	2.00%	897,095
Professional Development	280,845	2.00%	286,462	2.00%	292,191	2.00%	298,035	2.00%	303,996	2.00%	310,076
Educational Staffing Expansion Expense	-		154,567		261,241		235,296		136,474		212,850
Other Expense	3,692,250	2.00%	3,766,095	2.00%	3,841,417	2.00%	3,918,245	2.00%	3,996,610	2.00%	4,076,542
Total Expense	59,416,763		62,211,466		61,134,115		64,304,508		67,075,244		70,420,622

*Reflects Approved Budget numbers from Town Meeting, plus additional Circuit Breaker and Grants as currently known. FY17 shows loss of Kindergarten grant and roll back of Title 1 to FY15 levels.

****Reflects Enrollment Growth calculated for all years**

This scenario assumes transfer of Maintenance budget to its own Town department in FY18.

Growth Factors in green are factors subject to negotiation (new contract cycle)

Arlington Public Schools
Fiscal Impact of Enrollment Driven AEA Staffing Increases

				Average cost per new teacher		15,000	1,000	500	
	Teacher Total		FTE change	Teacher	Cost Salary	Curriculum		Professional	
	Salary	Teacher FTE	from Prior	Average Salary	Additional FTE's	Supplies	Computers	Development *	Total
			Year						
FY13	24,802,525	398.15		62,294					
FY14	26,409,157	413.00	14.85	63,945	949,579	222,750	14,850	7,425	1,194,604
FY15	29,039,428	440.24	27.24	65,963	1,796,825	408,600	27,240	13,620	2,246,285
FY16	31,121,426	453.90	13.66	68,564	936,591	204,900	13,660	6,830	1,161,981
			55.75		3,682,994	836,250	55,750	27,875	4,602,869

	Total Increase cost of Direct Educational Staffing (AEA)	Total Enrollment Growth Factor	Differential
FY14	1,194,604		
FY15	2,246,285	885,150	1,361,135
FY16	1,161,981	530,069	631,912
Total	4,602,869	1,415,219	3,187,650

* Professional Development includes training in APS curriculum, systems and processes, for examples Tools of the Mind and Lucy Calkins.



Town of Arlington, Massachusetts

8:10 PM Consent Agenda

Summary:

- Approval of Warrant: Warrant # 16059 Dated 11/12/2015, Total Amount \$80942.64
- Approval of Draft Minutes: none

ATTACHMENTS:

Type	File Name	Description
▣ Warrant	warrant16074.pdf	Warrant 16074 11 12 2015

APPROVAL OF ACCOUNTS PAYABLE

I / We certify that there is due to the vendors named within this Accounts Payable Warrant the amount set against their respective names, in payment for services performed to date.

Warrant Number	16074	Total Warrant Amount	\$80,942.64
Dated	11/12/15		


STATEMENT MADE UNDER THE PENALTIES OF PERJURY

 11/12/15

Superintendent of Schools / Chief Financial Officer

 11/12/15

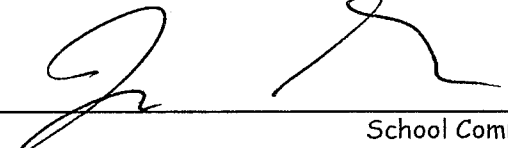
School Committee



School Committee

 11/12/15

School Committee

 11-12-15

School Committee

TOWN OF ARLINGTON



PRELIMINARY

TOWN OF ARLINGTON

50

DATE: 11/12/2015 WARRANT: 16074 AMOUNT: \$ 80,942.64

PAY TO EACH OF THE PERSONS NAMED IN THE ATTACHED WARRANT THE
SUMS SET AGAINST THEIR RESPECTIVE NAMES, AMOUNTING IN THE
AGGREGATE, AND CHARGE THE SAME TO APPROPRIATIONS OR ACCOUNTS
INDICATED.

TOWN MANAGER

COMPTROLLER

TOWN OF ARLINGTON



PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16074 11/12/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
28546	BELLOTTI, SERGIO 1 14856542 83101	3520	00000 11087916	INV 11/12/2015 HS INSTRUM PROF TECH Invoice Net		10/5-11/9/15-PERCUSS 240.00 240.00	230098		
						CHECK TOTAL	240.00		-----
27354	A TO Z FOODS 1 03034309 835001		00000 660516	INV 11/12/2015 FOOD SERV FOOD SERVI Invoice Net		015637 210.00 210.00	230032		
27354	A TO Z FOODS 1 03034309 835001		00000 660516	INV 11/12/2015 FOOD SERV FOOD SERVI Invoice Net		015638 231.00 231.00	230034		
						CHECK TOTAL	441.00		-----
70045	ACTION LOCK & KEY INC. 1 02756960 84306	4220	00000 653816	INV 11/12/2015 FAC MAINT CARPENTRY Invoice Net		44472 291.28 291.28	229994		
						CHECK TOTAL	291.28		-----
31593	AJC AND ASSOCIATES LLC 1 02126960 82407	4220	00000 677116	INV 11/12/2015 MAINT SERV MASONRY Invoice Net		3 850.00 850.00	230003		
31593	AJC AND ASSOCIATES LLC 1 02036960 82407	4220	00000 677116	INV 11/12/2015 MAINT ELEC MASONRY Invoice Net		4 650.00 650.00	230004		
						CHECK TOTAL	1,500.00		-----
31688	ALDEN LOCK & SECURITY, 1 02246960 84306	4220	00001 678016	INV 11/12/2015 INSPECTION CARPENTRY Invoice Net		0120800 285.00 285.00	230005		
						CHECK TOTAL	285.00		-----
31790	ALLARD, AVRIL 1 14856542 83101	3520	00000 11088016	INV 11/12/2015 HS INSTRUM PROF TECH Invoice Net		10/5-11/9/15-PIANO 960.00 960.00	230101		
						CHECK TOTAL	960.00		-----
70131	AMERICAN ALARM & COMMU 1 02756960 83803	4225	00000 652716	INV 11/12/2015 FAC MAINT SECURITY Invoice Net		S-212706 224.00 224.00	229992		
70131	AMERICAN ALARM & COMMU 1 02756960 83803	4225	00000 652716	INV 11/12/2015 FAC MAINT SECURITY Invoice Net		S-211324 396.00 396.00	229993		
						CHECK TOTAL	620.00		-----
70220	ARLINGTON BOYS & GIRLS 1 02026631 83804 2 02026646 83804	3510 3510	00000 11000816	INV 11/12/2015 ATHL/SWIM ATHLETIC ATH/G/SWIM ATHLETIC Invoice Net		273990 1,200.00 1,200.00 2,400.00	230112		

TOWN OF ARLINGTON



PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16074 11/12/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	2,400.00		-----
70224	ARLINGTON COAL & LUMBE	00000	650616	INV	11/12/2015	751349	229995		
	1 02756960 84306 4220	FAC MAINT	CARPENTRY			29.99			
		Invoice Net				29.99			
70224	ARLINGTON COAL & LUMBE	00000	650616	INV	11/12/2015	751815	229996		
	1 02756960 84306 4220	FAC MAINT	CARPENTRY			17.00			
		Invoice Net				17.00			
70224	ARLINGTON COAL & LUMBE	00000	650616	INV	11/12/2015	752355	229997		
	1 02756960 84306 4220	FAC MAINT	CARPENTRY			546.75			
		Invoice Net				546.75			
70224	ARLINGTON COAL & LUMBE	00000	650616	INV	11/12/2015	752489	229998		
	1 02756960 84306 4220	FAC MAINT	CARPENTRY			10.99			
		Invoice Net				10.99			
70224	ARLINGTON COAL & LUMBE	00000	650616	INV	11/12/2015	752777	229999		
	1 02756960 84306 4220	FAC MAINT	CARPENTRY			91.55			
		Invoice Net				91.55			
70224	ARLINGTON COAL & LUMBE	00000	650616	INV	11/12/2015	753236	230000		
	1 02756960 84306 4220	FAC MAINT	CARPENTRY			10.24			
		Invoice Net				10.24			
70224	ARLINGTON COAL & LUMBE	00000	650616	INV	11/12/2015	754056	230001		
	1 02756960 84306 4220	FAC MAINT	CARPENTRY			82.72			
		Invoice Net				82.72			
70224	ARLINGTON COAL & LUMBE	00000	650616	INV	11/12/2015	749712	230002		
	1 02756960 84306 4220	FAC MAINT	CARPENTRY			36.48			
		Invoice Net				36.48			
						CHECK TOTAL	825.72		-----
31713	ATLANTIC FIBREGLOSS PR	00000	677016	INV	11/12/2015	908429	230006		
	1 02016960 82409 4210	MAINT SUPP	GROUNDS			554.00			
		Invoice Net				554.00			
						CHECK TOTAL	554.00		-----
27545	LW BILLS COMPANY	00000	677416	INV	11/12/2015	5023	230049		
	1 02036960 82408 4220	MAINT ELEC	ELECTRICAL			445.70			
		Invoice Net				445.70			
						CHECK TOTAL	445.70		-----
31815	BRAGA, JOSEPH A.	00000		INV	11/12/2015	09943	229871		
	1 02026646 83804 3510	ATH/G/SWIM	ATHLETIC			77.00			
		Invoice Net				77.00			
31815	BRAGA, JOSEPH A.	00000		INV	11/12/2015	10025	229872		
	1 02026631 83804 3510	ATHL/SWIM	ATHLETIC			77.00			
		Invoice Net				77.00			
31815	BRAGA, JOSEPH A.	00000		INV	11/12/2015	10024	229873		
	1 02026631 83804 3510	ATHL/SWIM	ATHLETIC			77.00			
		Invoice Net				77.00			
31815	BRAGA, JOSEPH A.	00000		INV	11/12/2015	10021	229874		

TOWN OF ARLINGTON



PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16074 11/12/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02026631 83804	3510	ATHL/SWIM	ATHLETIC		75.00			
			Invoice Net			75.00			
						CHECK TOTAL	306.00		-----
31797 BRANDYS, ELZBIETA	1 14856542 83101	3520	00000 11088316	INV	11/12/2015	10/5-11/9/15-FLUTE	230106		
			HS INSTRUM	PROF TECH		960.00			
			Invoice Net			960.00			
						CHECK TOTAL	960.00		-----
20140 CITY PAINT & SUPPLY	1 02756960 82410	4220	00001 667716	INV	11/12/2015	431769	230014		
			FAC MAINT	PAINTING		23.99			
			Invoice Net			23.99			
20140 CITY PAINT & SUPPLY	1 02756960 82410	4220	00001 667716	INV	11/12/2015	431798	230015		
			FAC MAINT	PAINTING		25.78			
			Invoice Net			25.78			
20140 CITY PAINT & SUPPLY	1 02756960 82410	4220	00001 667716	INV	11/12/2015	431581	230016		
			FAC MAINT	PAINTING		132.71			
			Invoice Net			132.71			
20140 CITY PAINT & SUPPLY	1 02756960 82410	4220	00001 667716	INV	11/12/2015	431714	230017		
			FAC MAINT	PAINTING		25.95			
			Invoice Net			25.95			
20140 CITY PAINT & SUPPLY	1 02756960 82410	4220	00001 667716	INV	11/12/2015	431743	230018		
			FAC MAINT	PAINTING		32.76			
			Invoice Net			32.76			
						CHECK TOTAL	241.19		-----
25897 COMBUSTION SERVICE	1 02756960 82414	4220	00000 653216	INV	11/12/2015	24280	230007		
			FAC MAINT	BOILER C.S		492.00			
			Invoice Net			492.00			
25897 COMBUSTION SERVICE	1 02756960 82414	4220	00000 653216	INV	11/12/2015	24293	230008		
			FAC MAINT	BOILER C.S		1,592.00			
			Invoice Net			1,592.00			
25897 COMBUSTION SERVICE	1 02756960 82414	4220	00000 653216	INV	11/12/2015	24295	230009		
			FAC MAINT	BOILER C.S		808.00			
			Invoice Net			808.00			
25897 COMBUSTION SERVICE	1 02756960 82414	4220	00000 653216	INV	11/12/2015	24297	230010		
			FAC MAINT	BOILER C.S		530.00			
			Invoice Net			530.00			
25897 COMBUSTION SERVICE	1 02756960 82414	4220	00000 653216	INV	11/12/2015	24305	230011		
			FAC MAINT	BOILER C.S		2,388.00			
			Invoice Net			2,388.00			
						CHECK TOTAL	5,810.00		-----
71080 COSTA FRUIT & PRODUCE	1 03034309 835001		00001 598716	INV	11/12/2015	3450285	230036		
			FOOD SERV	FOOD SERVI		89.59			
			Invoice Net			89.59			
71080 COSTA FRUIT & PRODUCE	1 03034309 835001		00001 598716	INV	11/12/2015	3481773	230039		
			FOOD SERV	FOOD SERVI		717.41			
			Invoice Net			717.41			

TOWN OF ARLINGTON

PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16074 11/12/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	11/12/2015	3481774	230040		
	1 03034309 835001			FOOD SERV	FOOD SERVI	493.00			
				Invoice Net		493.00			
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	11/12/2015	3481775	230042		
	1 03034309 835001			FOOD SERV	FOOD SERVI	252.00			
				Invoice Net		252.00			
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	11/12/2015	3486568	230043		
	1 03034309 835001			FOOD SERV	FOOD SERVI	780.66			
				Invoice Net		780.66			
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	11/12/2015	3486823	230045		
	1 03034309 835001			FOOD SERV	FOOD SERVI	1,236.78			
				Invoice Net		1,236.78			
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	11/12/2015	3486870	230048		
	1 03034309 835001			FOOD SERV	FOOD SERVI	2,764.59			
				Invoice Net		2,764.59			
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	11/12/2015	3490177	230051		
	1 03034309 835001			FOOD SERV	FOOD SERVI	875.93			
				Invoice Net		875.93			
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	11/12/2015	3490274	230053		
	1 03034309 835001			FOOD SERV	FOOD SERVI	872.55			
				Invoice Net		872.55			
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	11/12/2015	3491577	230054		
	1 03034309 835001			FOOD SERV	FOOD SERVI	492.81			
				Invoice Net		492.81			
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	11/12/2015	3493162	230055		
	1 03034309 835001			FOOD SERV	FOOD SERVI	701.62			
				Invoice Net		701.62			
				CHECK TOTAL		9,276.94			-----
31281	CRANE, BREANDAN	00000		INV	11/12/2015	9143	230096		
	1 02026628 83804 3510			ATHL/LACRO	ATHLETIC	56.00			
				Invoice Net		56.00			
				CHECK TOTAL		56.00			-----
18276	CROWELL, SCOTT	00000		INV	11/12/2015	09978	229875		
	1 02026624 83804 3510			ATHL/FOOTB	ATHLETIC	62.00			
				Invoice Net		62.00			
				CHECK TOTAL		62.00			-----
30667	CS VENTILATION	00000	564916	INV	11/12/2015	54672	230012		
	1 02756960 82412 4220			FAC MAINT	HVAC	225.00			
				Invoice Net		225.00			
30667	CS VENTILATION	00000	564916	INV	11/12/2015	54675	230013		
	1 02756960 82412 4220			FAC MAINT	HVAC	225.00			
				Invoice Net		225.00			
				CHECK TOTAL		450.00			-----
31149	DELGADO, RENEE	00000	11089116	INV	11/12/2015	10/5-11/9/15-CELLO	230100		

TOWN OF ARLINGTON



PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16074 11/12/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 14856542 83101	3520	HS INSTRUM	PROF TECH		840.00			
			Invoice Net			840.00			
						CHECK TOTAL	840.00		-----
71342	DRAIN DOCTOR, INC.		00000	653716 INV	11/12/2015	172475	230019		
	1 02756960 84303	4220	FAC MAINT	PLUMBING		130.00			
			Invoice Net			130.00			
						CHECK TOTAL	130.00		-----
29365	DUGGAN MECHANICAL	SERV	00000	653016 INV	11/12/2015	08699	230023		
	1 02756960 82412	4220	FAC MAINT	HVAC		608.00			
			Invoice Net			608.00			
29365	DUGGAN MECHANICAL	SERV	00000	653016 INV	11/12/2015	08703	230024		
	1 02756960 82412	4220	FAC MAINT	HVAC		2,208.00			
			Invoice Net			2,208.00			
29365	DUGGAN MECHANICAL	SERV	00000	653016 INV	11/12/2015	08704	230025		
	1 02756960 82412	4220	FAC MAINT	HVAC		938.35			
			Invoice Net			938.35			
29365	DUGGAN MECHANICAL	SERV	00000	653016 INV	11/12/2015	08737	230026		
	1 02756960 82412	4220	FAC MAINT	HVAC		420.00			
			Invoice Net			420.00			
29365	DUGGAN MECHANICAL	SERV	00000	653016 INV	11/12/2015	08738	230027		
	1 02756960 82412	4220	FAC MAINT	HVAC		280.00			
			Invoice Net			280.00			
29365	DUGGAN MECHANICAL	SERV	00000	653016 INV	11/12/2015	08773	230028		
	1 02756960 82412	4220	FAC MAINT	HVAC		280.00			
			Invoice Net			280.00			
29365	DUGGAN MECHANICAL	SERV	00000	653016 INV	11/12/2015	08806	230029		
	1 02756960 82412	4220	FAC MAINT	HVAC		1,829.42			
			Invoice Net			1,829.42			
29365	DUGGAN MECHANICAL	SERV	00000	653016 INV	11/12/2015	08825	230030		
	1 02756960 82412	4220	FAC MAINT	HVAC		420.00			
			Invoice Net			420.00			
29365	DUGGAN MECHANICAL	SERV	00000	653016 INV	11/12/2015	08847	230031		
	1 02756960 82412	4220	FAC MAINT	HVAC		1,409.37			
			Invoice Net			1,409.37			
29365	DUGGAN MECHANICAL	SERV	00000	653016 INV	11/12/2015	08871	230033		
	1 02756960 82412	4220	FAC MAINT	HVAC		870.15			
			Invoice Net			870.15			
29365	DUGGAN MECHANICAL	SERV	00000	653016 INV	11/12/2015	08882	230035		
	1 02756960 82412	4220	FAC MAINT	HVAC		210.00			
			Invoice Net			210.00			
29365	DUGGAN MECHANICAL	SERV	00000	653016 INV	11/12/2015	08883	230037		
	1 02756960 82412	4220	FAC MAINT	HVAC		210.00			
			Invoice Net			210.00			
29365	DUGGAN MECHANICAL	SERV	00000	653016 INV	11/12/2015	08887	230038		
	1 02756960 82412	4220	FAC MAINT	HVAC		280.00			
			Invoice Net			280.00			

TOWN OF ARLINGTON



PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16074 11/12/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29365	DUGGAN MECHANICAL SERV 1 02756960 82412	4220	00000 653016	INV HVAC	11/12/2015	08888 346.83 346.83 Invoice Net	230041		
						CHECK TOTAL	10,310.12		-----
71410	EDCO 1 02636575 87202	2357	00000 11062716	INV TRAINING	11/12/2015	1160380 1,040.00 1,040.00 Invoice Net	230113		
71410	EDCO 1 02636575 87202	2357	00000 11062716	INV TRAINING	11/12/2015	1160385 260.00 260.00 Invoice Net	230114		
71410	EDCO 1 02636575 87202	2357	00000 11062716	INV TRAINING	11/12/2015	1160387 60.00 60.00 Invoice Net	230115		
						CHECK TOTAL	1,360.00		-----
21724	FANTINI BAKING CO., IN 1 03034309 835001		00000 599916	INV FOOD SERVI	11/12/2015	Y143359 142.02 142.02 Invoice Net	230058		
21724	FANTINI BAKING CO., IN 1 03034309 835001		00000 599916	INV FOOD SERVI	11/12/2015	Y144116 73.95 73.95 Invoice Net	230059		
21724	FANTINI BAKING CO., IN 1 03034309 835001		00000 599916	INV FOOD SERVI	11/12/2015	Y145964 63.87 63.87 Invoice Net	230061		
21724	FANTINI BAKING CO., IN 1 03034309 835001		00000 599916	INV FOOD SERVI	11/12/2015	Y145965 81.28 81.28 Invoice Net	230062		
						CHECK TOTAL	361.12		-----
23827	FARAH ENTERPRISES, INC 1 03034309 835001		00000 660716	INV FOOD SERVI	11/12/2015	115 320.00 320.00 Invoice Net	230064		
23827	FARAH ENTERPRISES, INC 1 03034309 835001		00000 660716	INV FOOD SERVI	11/12/2015	116 240.00 240.00 Invoice Net	230066		
23827	FARAH ENTERPRISES, INC 1 03034309 835001		00000 660716	INV FOOD SERVI	11/12/2015	117 320.00 320.00 Invoice Net	230068		
						CHECK TOTAL	880.00		-----
31442	FLOREZ, MISTY 1 1336770 81112	6200	00000 11075816	INV INSTRUCT	11/12/2015	FLORAL DESIGN 10/21 302.50 302.50 Invoice Net	230118		
						CHECK TOTAL	302.50		-----
71823	GRAINGER 1 02756960 84308	4220	00001 650816	INV ELECTRICAL	11/12/2015	9871816139 519.35 519.35 Invoice Net	230044		

TOWN OF ARLINGTON



PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16074 11/12/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
71823 GRAINGER	1 02756960 84308	4220	00001 650816	INV	11/12/2015	9878130724	230046		
			FAC MAINT	ELECTRICAL		66.00			
			Invoice Net			66.00			
			CHECK TOTAL			585.35			-----
71877 D. R. GUILBEAULT AIR C	1 02016960 82414	4220	00000 678116	INV	11/12/2015	3028360	230020		
			MAINT SUPP	BOILER C.S		527.68			
			Invoice Net			527.68			
71877 D. R. GUILBEAULT AIR C	1 02216960 82414	4220	00000 678116	INV	11/12/2015	3028361	230021		
			STR/MAINT	BOILER C.S		290.49			
			Invoice Net			290.49			
71877 D. R. GUILBEAULT AIR C	1 02036960 82414	4220	00000 678116	INV	11/12/2015	3028362	230022		
			MAINT ELEC	BOILER C.S		291.90			
			Invoice Net			291.90			
			CHECK TOTAL			1,110.07			-----
26527 HAMLIN, SETH	1 14856542 83101	3520	00000 11088616	INV	11/12/2015	10/5-119/15-TROMBONE	230097		
			HS INSTRUM	PROF TECH		660.00			
			Invoice Net			660.00			
			CHECK TOTAL			660.00			-----
31816 JUDGE, MARY	1 02026646 83804	3510	00000	INV	11/12/2015	10028	229876		
			ATH/G/SWIM	ATHLETIC		77.00			
			Invoice Net			77.00			
			CHECK TOTAL			77.00			-----
25151 KEY, LAURIE	1 02036575 87202	2357	00000 10981316	INV	11/12/2015	REIM NASW WRKSH	230117		
			PROF DEV	TRAINING		145.00			
			Invoice Net			145.00			
			CHECK TOTAL			145.00			-----
31794 KOBAYASHI-KIKER, KAEDE	1 14856542 83101	3520	00000 11088116	INV	11/12/2015	10/5-11/9/15/VIOLIN	230105		
			HS INSTRUM	PROF TECH		2,700.00			
			Invoice Net			2,700.00			
			CHECK TOTAL			2,700.00			-----
31085 KONE INC	1 02756960 82420	4220	00001 653416	INV	11/12/2015	1157075868	230047		
			FAC MAINT	ELEVATOR		105.28			
			Invoice Net			105.28			
			CHECK TOTAL			105.28			-----
29843 NA LU-HOGAN	1 178 835106	2410	00000 11032916	INV	11/12/2015	REIMB CURRICULUM MAT	230110		
			MANDARIN	LANG - CS		42.45			
			Invoice Net			42.45			
29843 NA LU-HOGAN	1 178 835106	2410	00000 11032816	INV	11/12/2015	REIMB MAFLA CONF	230116		
			MANDARIN	LANG - CS		90.00			
			Invoice Net			90.00			
			CHECK TOTAL			132.45			-----

TOWN OF ARLINGTON



PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16074 11/12/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
72639	MAL'S TIRE COMPANY 1 02756960 84802	4220	00001 677516	INV	11/12/2015	3164 2,950.49 2,950.49 Invoice Net	230050		
						CHECK TOTAL	2,950.49		-----
15547	MANSFIELD PAPER CO., I 1 03034309 835000		00000 599016	INV	11/12/2015	131004 737.68 737.68 Invoice Net	230069		
						CHECK TOTAL	737.68		-----
29812	MARKET BASKET 1 02036518 85103	2415	00000 10979216	INV	11/12/2015	OMS-OCT'15 192.06 192.06 Invoice Net	230130		
29812	MARKET BASKET 1 02016518 85103	2415	00000 10973916	INV	11/12/2015	ACCT#2001540004-OCT' 247.18 247.18 Invoice Net	230132		
						CHECK TOTAL	439.24		-----
22114	MOBILE CLEANING SERVIC 1 02016960 82411	4220	00000 647116	INV	11/12/2015	18095 542.00 542.00 Invoice Net	230052		
						CHECK TOTAL	542.00		-----
72830	MEDFORD ELECTRONICS 1 02156960 82408	4220	00000 634815	INV	11/12/2015	2811 7,975.00 7,975.00 Invoice Net	230056		
						CHECK TOTAL	7,975.00		-----
31795	MURADYAN, LILIT 1 14856542 83101	3520	00000 11088216	INV	11/12/2015	10/5-11/9/15-VIOLIN/ 1,440.00 1,440.00 Invoice Net	230103		
						CHECK TOTAL	1,440.00		-----
31791	NERKARARYAN, KNARIK 1 14856542 83101	3520	00000 11088916	INV	11/12/2015	10/5-11/9/15-VOICE 900.00 900.00 Invoice Net	230102		
						CHECK TOTAL	900.00		-----
16817	NEW ENGLAND ICE CREAM 1 03034309 835001		00003 598916	INV	11/12/2015	4181531004 629.81 629.81 Invoice Net	230071		
						CHECK TOTAL	629.81		-----
31048	NIHAN, LIANNE 1 02026646 83804	3510	00000	INV	11/12/2015	10091 77.00 77.00 Invoice Net	229877		
						CHECK TOTAL	77.00		-----

TOWN OF ARLINGTON



PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16074 11/12/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
26908	NORTHEAST CUTLERY 1 03034309 865000	00000	599716	INV	11/12/2015	638239 36.00 36.00 Invoice Net	230072		
26908	NORTHEAST CUTLERY 1 03034309 865000	00000	599716	INV	11/12/2015	638240 18.00 18.00 Invoice Net	230073		
				CHECK	TOTAL	54.00			-----
22671	NORTHEAST 1 02756960 84308 4220	00001	651116	INV	11/12/2015	5023633287.001 124.15 124.15 Invoice Net	230057		
22671	NORTHEAST 1 02756960 84308 4220	00001	651116	INV	11/12/2015	5023641224.001 61.98 61.98 Invoice Net	230060		
				CHECK	TOTAL	186.13			-----
31798	O'DANIEL FOSS, KATHERI 1 14856542 83101 3520	00000	11088416	INV	11/12/2015	10/5-11/9/15-BASS 720.00 720.00 Invoice Net	230107		
				CHECK	TOTAL	720.00			-----
30405	PEMBER, CARA 1 02026644 83804 3510	00000		INV	11/12/2015	09968 78.00 78.00 Invoice Net	229878		
				CHECK	TOTAL	78.00			-----
15550	PEPSI-COLA COMPANY 1 03034309 835001	00000	660616	INV	11/12/2015	84543210 279.90 279.90 Invoice Net	230074		
15550	PEPSI-COLA COMPANY 1 03034309 835001	00000	660616	INV	11/12/2015	84543211 327.20 327.20 Invoice Net	230075		
				CHECK	TOTAL	607.10			-----
31814	PIAZZA, MIKE 1 02026646 83804 3510	00000		INV	11/12/2015	10027 77.00 77.00 Invoice Net	229879		
				CHECK	TOTAL	77.00			-----
29937	PLUMBERS' SUPPLY COMPA 1 02756960 84303 4220	00001	651016	INV	11/12/2015	15153696-00 606.39 606.39 Invoice Net	230063		
				CHECK	TOTAL	606.39			-----
24874	SAL'S PIZZA 1 03034309 835001	00000	600016	INV	11/12/2015	9381 71.40 71.40 Invoice Net	230076		
24874	SAL'S PIZZA	00000	600016	INV	11/12/2015	9382	230077		

TOWN OF ARLINGTON



PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16074 11/12/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03034309 835001			FOOD SERV	FOOD SERVI	178.50			
				Invoice Net		178.50			
24874	SAL'S PIZZA		00000 600016	INV	11/12/2015	9383	230078		
	1 03034309 835001			FOOD SERV	FOOD SERVI	178.50			
				Invoice Net		178.50			
24874	SAL'S PIZZA		00000 600016	INV	11/12/2015	9384	230079		
	1 03034309 835001			FOOD SERV	FOOD SERVI	71.40			
				Invoice Net		71.40			
24874	SAL'S PIZZA		00000 600016	INV	11/12/2015	9385	230080		
	1 03034309 835001			FOOD SERV	FOOD SERVI	71.40			
				Invoice Net		71.40			
24874	SAL'S PIZZA		00000 600016	INV	11/12/2015	9386	230081		
	1 03034309 835001			FOOD SERV	FOOD SERVI	107.10			
				Invoice Net		107.10			
24874	SAL'S PIZZA		00000 600016	INV	11/12/2015	9387	230082		
	1 03034309 835001			FOOD SERV	FOOD SERVI	178.50			
				Invoice Net		178.50			
24874	SAL'S PIZZA		00000 600016	INV	11/12/2015	9802	230083		
	1 03034309 835001			FOOD SERV	FOOD SERVI	107.10			
				Invoice Net		107.10			
24874	SAL'S PIZZA		00000 600016	INV	11/12/2015	9803	230084		
	1 03034309 835001			FOOD SERV	FOOD SERVI	142.80			
				Invoice Net		142.80			
24874	SAL'S PIZZA		00000 600016	INV	11/12/2015	9804	230085		
	1 03034309 835001			FOOD SERV	FOOD SERVI	142.80			
				Invoice Net		142.80			
24874	SAL'S PIZZA		00000 600016	INV	11/12/2015	9805	230086		
	1 03034309 835001			FOOD SERV	FOOD SERVI	107.10			
				Invoice Net		107.10			
24874	SAL'S PIZZA		00000 600016	INV	11/12/2015	9806	230087		
	1 03034309 835001			FOOD SERV	FOOD SERVI	107.10			
				Invoice Net		107.10			
24874	SAL'S PIZZA		00000 600016	INV	11/12/2015	9807	230088		
	1 03034309 835001			FOOD SERV	FOOD SERVI	107.10			
				Invoice Net		107.10			
24874	SAL'S PIZZA		00000 600016	INV	11/12/2015	9808	230089		
	1 03034309 835001			FOOD SERV	FOOD SERVI	142.80			
				Invoice Net		142.80			
				CHECK TOTAL		1,713.60			-----
22773	SCHERTZER, DANIELLE		00000 11075916	INV	11/12/2015	CLEAN EATING 10/1/15	230119		
	1 1336770 81112 6200		ADULT ED	INSTRUCT		50.00			
				Invoice Net		50.00			
				CHECK TOTAL		50.00			-----
73185	SCHOOL SPECIALTY, INC.		00006 65012216	ACI	11/12/2015	A308102258398	230120		
	1 02246506 85103 2415		ELEM EDUC	INSTRUCT		97.05			
				Invoice Net		97.05			

TOWN OF ARLINGTON



PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16074 11/12/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
73185	SCHOOL SPECIALTY, INC. 1 02246506 85103	2415	00006 65026816	ACI	11/12/2015	A308102364359 44.52 Invoice Net 44.52	230121		
73185	SCHOOL SPECIALTY, INC. 1 02126506 85103	2415	00006 65027216	ACI	11/12/2015	A308102364464 147.64 Invoice Net 147.64	230122		
73185	SCHOOL SPECIALTY, INC. 1 02396720 85103	2415	00006 65023316	ACI	11/12/2015	A308102344906 801.20 Invoice Net 801.20	230123		
73185	SCHOOL SPECIALTY, INC. 1 02186506 84201	2430	00006 65027116	ACI	11/12/2015	A208115462499 2,170.71 Invoice Net 2,170.71	230124		
73185	SCHOOL SPECIALTY, INC. 1 02246506 84201	2430	00006 65026916	ACI	11/12/2015	A208115446142 487.68 Invoice Net 487.68	230125		
73185	SCHOOL SPECIALTY, INC. 1 02366548 85103	2415	00006 65005016	ACI	11/12/2015	A208114856238 70.02 Invoice Net 70.02	230126		
						CHECK TOTAL	3,818.82		-----
31813	SHAFFER, NATHANIEL 1 02026644 83804	3510	00000	INV	11/12/2015	9699 56.00 Invoice Net 56.00	229880		
						CHECK TOTAL	56.00		-----
74062	AHOLD FINANCIAL SERVIC 1 1974 84000		00001 11028116	INV	11/12/2015	66830 53.22 Invoice Net 53.22	230111		
74062	AHOLD FINANCIAL SERVIC 1 02036518 85103	2415	00001 10979416	INV	11/12/2015	447171 124.66 Invoice Net 124.66	230128		
74062	AHOLD FINANCIAL SERVIC 1 02036518 85103	2415	00001 10979416	INV	11/12/2015	447161 357.04 Invoice Net 357.04	230129		
74062	AHOLD FINANCIAL SERVIC 1 02016518 85103	2415	00001 10973716	INV	11/12/2015	447169 17.16 Invoice Net 17.16	230131		
						CHECK TOTAL	552.08		-----
31792	TEAGER, DANIEL H. 1 14856542 83101	3520	00000 11088516	INV	11/12/2015	10/5-11/9/15-TRUMPET 648.00 Invoice Net 648.00	230099		
						CHECK TOTAL	648.00		-----
22736	THURSTON FOODS 1 03034309 835001		00000 598616	INV	11/12/2015	531591 551.00 Invoice Net 551.00	230090		
22736	THURSTON FOODS		00000 598616	INV	11/12/2015	531592	230091		

TOWN OF ARLINGTON



PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16074 11/12/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03034309 835001			FOOD SERV	FOOD SERVI	885.24			
				Invoice Net		885.24			
22736	THURSTON FOODS		00000 598616	INV	11/12/2015	531596	230092		
	1 03034309 835001			FOOD SERV	FOOD SERVI	1,054.60			
				Invoice Net		1,054.60			
22736	THURSTON FOODS		00000 598616	INV	11/12/2015	532857	230093		
	1 03034309 835001			FOOD SERV	FOOD SERVI	536.05			
				Invoice Net		536.05			
22736	THURSTON FOODS		00000 598616	INV	11/12/2015	528484	230094		
	1 03034309 835001			FOOD SERV	FOOD SERVI	817.85			
				Invoice Net		817.85			
22736	THURSTON FOODS		00000 10979316	INV	11/12/2015	528479	230127		
	1 02036518 85103 2415			FAM/CONS S	INSTRUCT	28.37			
				Invoice Net		28.37			
22736	THURSTON FOODS		00000 10973816	INV	11/12/2015	525291	230133		
	1 02016518 85103 2415			FAM/CONS S	INSTRUCT	117.97			
				Invoice Net		117.97			
22736	THURSTON FOODS		00000 10973816	INV	11/12/2015	528482	230134		
	1 02016518 85103 2415			FAM/CONS S	INSTRUCT	157.26			
				Invoice Net		157.26			
				CHECK TOTAL		4,148.34			-----
74298	TURF EQUIPMENT COMPANY		00000 651216	INV	11/12/2015	13202	230065		
	1 02756965 84321 4110			CUSTODIAL	EQUIP MAIN	208.30			
				Invoice Net		208.30			
74298	TURF EQUIPMENT COMPANY		00000 651216	INV	11/12/2015	13203	230067		
	1 02756965 84321 4110			CUSTODIAL	EQUIP MAIN	169.99			
				Invoice Net		169.99			
				CHECK TOTAL		378.29			-----
72475	VILLANO, MARY		00000 11072616	INV	11/12/2015	REIM ICE CREAM SOCIA	230108		
	1 18406507 83302 3520			AHS/LANG	FIELD TRIP	51.00			
				Invoice Net		51.00			
72475	VILLANO, MARY		00000 11072616	INV	11/12/2015	REIMB EXP 8/20-10/27	230109		
	1 18406507 83302 3520			AHS/LANG	FIELD TRIP	3,250.52			
				Invoice Net		3,250.52			
				CHECK TOTAL		3,301.52			-----
29245	VINT, WILLIAM		00000 11088716	INV	11/12/2015	10/5-11/9/15-WOODWIN	230104		
	1 14856542 83101 3520			HS INSTRUM	PROF TECH	2,700.00			
				Invoice Net		2,700.00			
				CHECK TOTAL		2,700.00			-----
13234	W. B. MASON CO., INC.		00001 669916	ACI	11/12/2015	29486988	230070		
	1 02756960 84201 4220			FAC MAINT	OFFICE	17.52			
				Invoice Net		17.52			
13234	W. B. MASON CO., INC.		00001 599816	ACI	11/12/2015	129554028	230095		
	1 03034309 835005			FOOD SERV	FOOD SERV	114.91			
				Invoice Net		114.91			

TOWN OF ARLINGTON



PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16074 11/12/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	132.43	-----	
153 INVOICES			WARRANT TOTAL			80,942.64	80,942.64		

TOWN OF ARLINGTON



PRELIMINARY WARRANT SUMMARY

WARRANT: 16074 11/12/2015

FUND	ORG	ACCOUNT	AMOUNT	AVLB BUDGET
0200	02016518	FAMILY/CONSUMER SCIENC	0200-3-01 -6518-01-10-5-01-85103 -2415	INSTRUCTIONAL MATERIAL 539.57 -5,210.09
0200	02016960	MISC. MAINTENANCE SUPP	0200-3-4220-6960-01-28-9-00-82409 -4210	GROUND SUPPLIES 554.00 .00
0200	02016960	MISC. MAINTENANCE SUPP	0200-3-4220-6960-01-28-9-00-82411 -4220	WINDOW GLASS SERVICE S 542.00 .00
0200	02016960	MISC. MAINTENANCE SUPP	0200-3-4220-6960-01-28-9-00-82414 -4220	BOILER CONTRACTED SERV 527.68 .00
0200	02026624	ATHLETICS/BOYS FOOTBAL	0200-3-02 -6624-01-24-5-00-83804 -3510	ATHLETIC SERVICES 62.00 .00
0200	02026628	ATHLETICS/BOYS LACROSS	0200-3-02 -6628-01-24-5-00-83804 -3510	ATHLETIC SERVICES 56.00 .00
0200	02026631	ATHLETICS/BOYS SWIMMIN	0200-3-02 -6631-01-24-5-00-83804 -3510	ATHLETIC SERVICES 1,429.00 .00
0200	02026644	ATHLETICS/GIRLS SOCCER	0200-3-02 -6644-01-24-5-00-83804 -3510	ATHLETIC SERVICES 134.00 .00
0200	02026646	ATHLETICS/GIRLS SWIMMI	0200-3-02 -6646-01-24-5-00-83804 -3510	ATHLETIC SERVICES 1,508.00 .00
0200	02036518	FAMILY/CONSUMER SCIENC	0200-3-03 -6518-03-01-4-00-85103 -2415	INSTRUCTIONAL MATERIAL 702.13 -1,223.77
0200	02036575	PROFESSIONAL DEVELOPME	0200-3-03 -6575-03-07-4-00-87202 -2357	TRAINING EDUC CONF & A 145.00 -2,490.85
0200	02036960	MAINT ELECTRICAL SERVI	0200-3-4220-6960-03-28-9-00-82407 -4220	OTTOSON MASONRY 650.00 .00
0200	02036960	MAINT ELECTRICAL SERVI	0200-3-4220-6960-03-28-9-00-82408 -4220	ELECTRICAL SERVICES 445.70 .00
0200	02036960	MAINT ELECTRICAL SERVI	0200-3-4220-6960-03-28-9-00-82414 -4220	BOILER CONTRACTED SERV 291.90 .00
0200	02126506	ELEMENTARY EDUCATION	0200-3-12 -6506-12-01-3-00-85103 -2415	INSTRUCTIONAL MATERIAL 147.64 -2,400.23
0200	02126960	MISC. MAINTENANCE SERV	0200-3-4220-6960-12-28-9-00-82407 -4220	DALLIN MASONRY SUPPLY 850.00 .00
0200	02156960	FACILITIES MAINT/PAINT	0200-3-15 -6960-15-28-9-00-82408 -4220	ELECTRICAL SERVICES 7,975.00 .00
0200	02186506	ELEMENTARY EDUCATION	0200-3-18 -6506-18-01-3-00-84201 -2430	OFFICE SUPPLIES 2,170.71 -1,164.06
0200	02216960	STRATTON/MAINTENANCE	0200-3-21 -6960-21-28-9-00-82414 -4220	BOILER CONTRACTED SERV 290.49 .00
0200	02246506	ELEMENTARY EDUCATION	0200-3-24 -6506-24-01-3-00-84201 -2430	OFFICE SUPPLIES 487.68 548.98
0200	02246506	ELEMENTARY EDUCATION	0200-3-24 -6506-24-01-3-00-85103 -2415	INSTRUCTIONAL MATERIAL 141.57 -1,719.38
0200	02246960	THOMPSON/INSPECTION	0200-3-24 -6960-24-28-9-00-84306 -4220	CARPENTRY SUPPLIES DOO 285.00 .00
0200	02366548	HEALTH/WEELNESS H.S.	0200-3-36 -6548-01-33-5-00-85103 -2415	INSTRUCTIONAL MATERIAL 70.02 .00
0200	02396720	C&I MATH	0200-3-39 -6720-01-10-9-00-85103 -2415	INSTRUCTIONAL MATERIAL 801.20 5,684.82
0200	02636575	PROF DEV/ASSISTANT SUP	0200-3-63 -6575-34-09-9-00-87202 -2357	TRAINING EDUC CONF & A 1,360.00 .00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-82410 -4220	PAINTING SERVICES 241.19 17,204.08
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-82412 -4220	HVAC CONTRACTED SERVIC 10,760.12 -42,068.00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-82414 -4220	BOILER CONTRACTED SERV 5,810.00 8,000.00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-82420 -4220	ELEVATOR MAINTENANCE R 105.28 12,000.00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-83803 -4225	DISTRICT WIDE SECURITY 620.00 -10,000.00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-84201 -4220	OFFICE SUPPLIES 17.52 619.35
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-84303 -4220	PLUMBING SUPPLIES 736.39 -4,000.00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-84306 -4220	CARPENTRY SUPPLIES DOO 1,117.00 1,791.17
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-84308 -4220	ELECTRICAL SUPPLIES 771.48 18,867.86
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-84802 -4220	MOTOR VEHICLE REPAIR 2,950.49 5,027.99
0200	02756965	CUSTODIAL SERVICE	0200-3-75 -6965-49-28-9-08-84321 -4110	EQUIPMENT MAINTENANCE 378.29 420.37
			FUND TOTAL	45,674.05
0300	03034309	FOOD SERVICE REVOLVING	0300-3-3400-0800-30-34-9-NM-835000-	FOOD SERV/SW SUPPLIES 737.68 -43,800.00
0300	03034309	FOOD SERVICE REVOLVING	0300-3-3400-0800-30-34-9-NM-835001-	FOOD SERV/SW FOOD 17,754.31 -568,500.10
0300	03034309	FOOD SERVICE REVOLVING	0300-3-3400-0800-30-34-9-NM-835005-	FOOD SERV/OFFICE SUPPL 114.91 -2,500.00
0300	03034309	FOOD SERVICE REVOLVING	0300-3-3400-0800-30-34-9-NM-865000-	FOOD SERV/REPAIR/SERVI 54.00 -11,200.00
			FUND TOTAL	18,660.90
1330	1336770	COMM ED ADULT EDUCATIO	1330-3-2731-6770-01-40-7-NM-81112 -6200	INSTRUCTIONAL SALARIES 352.50 -13,318.20
			FUND TOTAL	352.50

TOWN OF ARLINGTON



PRELIMINARY WARRANT SUMMARY

WARRANT: 16074 11/12/2015

FUND	ORG	ACCOUNT	AMOUNT	AVLB	BUDGET
1485	14856542	HS INSTRUMENTAL MUSIC	12,768.00		-97,000.00
		FUND TOTAL	12,768.00		
1780	178	MANDARIN	132.45		-132.45
		FUND TOTAL	132.45		
1840	18406507	AHS/FOREIGN LONG	3,301.52		.00
		FUND TOTAL	3,301.52		
1974	1974	HIGH SCHOOL PRINCIPAL	53.22		-1,421.00
		FUND TOTAL	53.22		
WARRANT SUMMARY TOTAL			80,942.64		
GRAND TOTAL			80,942.64		

** END OF REPORT - Generated by Steve Walenski **



Town of Arlington, Massachusetts

8:15 PM Subcommittee & Liaison Reports & Announcements

Summary:

- *Policies & Procedures* Jud Pierce (Chair)
- *First Reading BEDB Agenda Format Preparation and Dissemination*
- *Budget* Kirsi Allison-Ampe (Chair)
- *Facilities* Cindy Starks (Chair)
- *District Accountability, Curriculum/Instruction & Assessment* Jeff Thielman (Chair)
- *Community Relations* Jennifer Susse (Chair)
- Executive Session Minute Review Subcommittee Voted 5/28/2015
- *Warrant Committee - Voted 4/9/2015* Bill Hayner (Chair)
- *School Enrollment Task Force*

ATTACHMENTS:

Type	File Name	Description
☐ Reference Material	BEDB_Agenda_Format_Preparation_and_Dissemination_11-16-15_with_JLP_revisions.docx	BEDB Agenda Format Prep and Dissemination

AGENDA FORMAT/PREPARATION AND DISSEMINATION

An agenda shall be provided for all regular, special, adjourned and planning meetings.

A tentative agenda for each regular meeting shall be determined by the chairperson in collaboration with the Superintendent. It shall be submitted to the administrative secretary of the Committee for preparation and delivery to the members, notice to the press, and posting on bulletin boards of all schools. The agenda and supporting materials, as gathered by the Superintendent, shall be sent to Committee members by the Friday preceding the School Committee meeting no later than 4:00 p.m., except for emergencies. Any items received by the administrative secretary later than 4:00 p.m. on the Friday preceding the School Committee meeting shall be held and heard the following meeting, except for emergencies and unless the Chair so declares.

In addition, the administrative secretary shall provide the following to the Arlington Public Schools Director of Technology to be posted on the website and notification of the posting to be distributed through parent lists:

- School Committee agendas, posted with a disclaimer that the agenda is tentative and may be subject to change up until the time of the meeting
- School Committee minutes, motions and appropriate back up material
 - Subcommittee agendas, posted with a disclaimer that the agenda is tentative and may be subject to change up until the time of the meeting
- Subcommittee minutes, motion and appropriate back up material

The following shall be included but not limited to items of business to be considered at each regular meeting:

- Public participation
- Consent Agenda
- Superintendent's report
- Report of subcommittees and announcements

The committee will follow the order of business established by the agenda except as it votes to rearrange the order for the convenience of visitors, individuals appearing before the committee, or to expedite committee business.

Items of business may be suggested by any School Committee member, staff member, or citizen. The inclusion of such items, however, will be at the discretion of the chairperson of the committee. A staff member who wishes to have a topic scheduled on the agenda should submit the request through the Superintendent. Citizens may submit such requests to the school committee chair through the committee's administrative secretary.

Copies of the final agenda shall be available to spectators at all open session meetings for which an agenda is required.

Arlington Public Schools

Whenever possible the materials for the meeting will be made available online to the public at the start of the meeting

Consent Agenda

Items that are considered to be routine shall be placed on the Consent Agenda and shall be enacted by one motion. The Agenda shall have an asterisk (*) next to each item placed on the Consent Agenda. There shall be no separate discussion of items placed on the Consent Agenda unless a member of the School Committee so requests, in which event the item shall be considered in its normal sequence on the agenda. Any one member of the committee may remove an item from the Consent Agenda for discussion. Items that may be placed on the consent Agenda may include but are not limited to the following: a) minutes of previous meetings, b) changes to the policy manual (second reading), c) field trips, d) warrant approvals, and e) other items that deemed to be routine by the Chair.

For the benefit of the public, the chair will read the following paragraph and the list of items included in the Consent Agenda:

"All items are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the Committee so requests, in which event the item will be considered in its normal sequence on the agenda. "

CONTRACT REFERENCE:	AEA (Unit A & B)
CROSS REF:	BDDH, Public Participation at School Committee Meetings
Last Revised and approved:	November 20, 2014
Newly Revised and approved:	December 10, 2015



Town of Arlington, Massachusetts

Correspondence Received:

Summary:

Warrant #16074 11 12 2015
Superintendent's Newsletter October 2015
FBRC Report from October 30, 2015
Approved and draft minutes from P&P meetings 9/28/2015 and 11/16/2015
Approved Community Relations minutes 11/2/2015
Approved Budget Calendar 2015-2016
BEDB Agenda Format Prep and Dissemination
AEF Fundraiser
Buffer Zone email
Dallin Parents email
Budget Approved Minutes 6/22/2015, 10/21/2015 and 11/3/2015
Enrollment

ATTACHMENTS:

Type	File Name	Description
Minutes	SC_P_P_meeting_draft_minutes_11-16-15_(2).docx	SC P&P draft minutes 11 16 2015
Minutes	SC_P_P_meeting_draft_minutes_9-28-15.docx	approved P&P Minutes 9/28/2015
Budget Document	Approved__budget_calendar_2015-16__11_12_2015.pdf	Approved Budget Calendar 2015-2016
Minutes	Approved_Minutes_November_2nd_2015_Community_Relations.docx	Approved 11 2 2015 Community Relations Subcommittee
Minutes	Approved_Budget_Subcommittee_Minutes_062215.pdf	Approved 6/22/2015 Budget Subc
Minutes	Approved_Budget_Subcommittee_Minutes_102115.pdf	Approved 10/21/2015 Budget Minutes
Minutes	Approved_Budget_Subcommittee_Minutes_110315.pdf	Approved 11/3/2015 Budget Minutes
Backup Material	EnrollmentInformation2015.docx	Enrollment Information 2015

Policies and Procedures Subcommittee, Arlington School Committee

Guidance Office of AHS— November 16, 2015 –8:00 a.m.

Draft Minutes

In Attendance:

Subcommittee Members: Judson L. Pierce-Chair

Kirsi Alison Ampe

Jennifer Susse

School Committee Member: William Hayner

Administration: Kathleen Bodie-Superintendent, Robert Spiegel-
Director of Human Resources

The meeting was called to order at 8:02am. A motion to approve the Draft minutes from the September 28, 2015 Policies and Procedures meeting was made by Dr. Alison-Ampe, seconded by Mr. Pierce. The motion passed unanimously 2-0 with Dr. Susse abstaining.

There was no public participation.

There was a discussion of FILE BEDB Agenda Format/Preparation and Dissemination. The subcommittee would like materials earlier than two days before our SC meetings. Motion made by Dr. Alison Ampe, seconded by Dr. Susse, that Mr. Pierce will revise and have ready for First Read by the SC at its next meeting on November 19, 2015 *the following by the Friday preceding the School Committee meeting and then left to discretion of the Chair if materials come in after that date or if they would roll into the next SC meeting.*

There was a discussion concerning Kindergarten and First Grade age for admission. The subcommittee will put this on our agenda for next meeting. Dr. Alison Ampe suggested writing in a preamble to explain why we feel a specific cut-off date is necessary for our district. Dr. Bodie noted that our current policy is silent on what to do about children who move in from another state or from another part of Massachusetts that has a different age cut off than Arlington. Dr. Susse and Mr. Pierce will research what other similar to Arlington districts do and report back at the next meeting.

Next meeting will be on December 7, 2015 at 8:00am to discuss Kindergarten/First Grade Age Admission Policy and conduct the business of the 2015-2016 SC year.

Motion to adjourn by Mr. Pierce, seconded by Dr. Alison-Ampe, passed unanimously at 8:45am.

Policies and Procedures Subcommittee, Arlington School Committee

Guidance Office of AHS– September 28, 2015 –8:00 a.m.

Draft Minutes

In Attendance:

Subcommittee Members:	Judson L. Pierce-Chair Kirsi Alison Ampe
Not Present:	Jennifer Susse
School Committee Member:	William Hayner
Administration:	Kathleen Bodie-Superintendent, Cindy Bouvier- Health and Wellness, Robert Spiegel-Director of Human Resources

The meeting was called to order at 8:00am. A motion to approve the Draft minutes from the May 14, 2015 and June 2, 2015 Policies and Procedures meetings were made by Dr. Alison-Ampe, seconded by Mr. Pierce. The motion passed unanimously 2-0.

Ms. Bouvier discussed File JICFB concerning Bullying. It was noted that this subcommittee revised our Policy on September 12, 2013 in anticipation of state law changing in 2014. The biggest change to the law was that it is now student to student and adult to student which is in our already revised policy. Therefore our current policy seems to be up to date. Additionally these changes are incorporated into the student handbook and on the district's website along with the forms. Dr. Alison-Ampe raised the concern that certain items of interest, such as bullying prevention, are difficult to locate on the school district website and asked that the Community Relations subcommittee deal with this problem. We will make sure of this by contacting counsel at Stoneman, Chandler and Miller("SCM").

Regarding File JKAA, dealing with physical restraint, this subcommittee recently revised this policy as well and Dr. Bodie will be asking SCM if it remains up to date and Mr. Spiegel will be consulting with Alison Elmer, Special Education Director, on this.

Dr. Alison-Ampe reviewed her research with the subcommittee on what other towns do for admission age for kindergarten and first grade. Most have the same cut offs that Arlington has. Mr. Hayner will do some historical research as to why this is the way it is. Likely due to maturity

and ability to learn. Perhaps there is a way to make an exception in our current policy for a student that has completed kindergarten somewhere else but happens to be younger than our current first grade entrance age. For example in Newton the incoming parents may discuss with the principal and assistant superintendent but the district usually rests on their age criteria. Mr. Hayner suggested that we not create new policy but rather leave this with our educational staff. Mr. Pierce will research what other communities do and will forward to Karen Fitzgerald so that she can keep this research together with the already scanned materials from Dr. Alison-Ampe in Novus.

Regarding File CBI, Superintendent Evaluation, and creating a new timeline based on what the Superintendent Evaluation Subcommittee worked on. Mr. Hayner indicated that the survey of the administration has not been completed so there is nothing for this subcommittee to do quite yet. Dr. Alison-Ampe added that perhaps we could create some language that deals with the opportunity for the SC to ask questions of the Superintendent between the time we are handed evidence and the date of the actual evaluation in November.

Regarding File JICG, concerning cigarettes, Mr. Pierce made a motion to add “e-cigarettes” to the policy. Seconded by Dr. Alison-Ampe. Motion carried 2-0. In addition this is already included in the student handbook.

Regarding revisions to our Safe Walk to School Policy, Mr. Pierce indicated that he’d like to discuss this with staff member Mark Edry and get back to the committee at a later date.

Regarding school councils, it was noted that these are created by statute and are advisory only. Dr. Bodie indicated it would be helpful if member terms were from October to October so that they can vote on school improvement plans in the fall that they had worked to develop in the spring and early summer. Dr. Bodie will ask our Counsel if this can be done.

Mr. Hayner asked the subcommittee to take up proper use, display, and disposal of the Flag of the United States of America. Some of our Flags are torn and some are up with no lights on them. Mr. Pierce made a motion to adopt a policy on this, seconded by Dr. Alison-Ampe. Unanimous vote. Dr. Bodie will discuss this with the parties who would have to make sure that this gets accomplished and get back to us with what they need.

Mr. Pierce will send out a Doodle to schedule the next meeting. Motion to adjourn by Mr. Pierce, seconded by Dr. Alison-Ampe, passed unanimously at 9:25am.

Approved by the Arlington School Committee, November 12, 2015

Arlington Public Schools
Annual Budget Calendar – 2015-16

Month	Mtg #	Date	Present, Prepare, To Do
September	1	9/10/15	Monthly reports
	2	9/24/15	
End of year report due Sept 30			
October	1	10/8/15	Monthly reports Report of Fiscal year (EOYR), Fed through state grant reports due October 31
	2	10/22/15	First draft budget calendar Final year's enrollment numbers
November	1	11/12/15	Approve budget calendar Monthly reports
	2	11/19/15	
Set up meeting with FinComm for end of year report & first discussion about next year's budget			
December	1	12/10/15	Monthly reports Hear from OMS and AHS principals and Special Ed on priorities for next year
	2	12/17/15	Hear from Elementary principals and Dept. heads on priorities for next year Discuss SC priorities for budget
Collect public input on budget			
January	1	1/14/16	Monthly reports Set SC priorities for budget Deliver first budget number to TM
Tentative Special Town Meeting for Stratton financing 1/25/16			
January	2	1/28/16	
Budget book to SC members 2/4/16			
February	1	2/11/16	Monthly reports First look at budget detail
	2	2/25/16	Budget hearing
March	1	3/10/16	Monthly reports Final vote on budget Approve what goes to FinComm
	2	3/24/16	
Budget meeting with FinComm 3/16/16			
April	1	4/14/16	Monthly reports
Budget book goes to printer 4/15/16			
Town Meeting opens 4/25/16			
April	2	4/28/16	
May	1	5/12/16	Monthly reports
	2	5/26/16	
June	1	6/9/16	Monthly reports
	2	6/23/16	
July			MUNIS down for close of fiscal year
August			New FY grants set up as allocated

Approved on Monday, November 16, 2015

Community Relations Subcommittee Minutes

Monday, November 2nd

Present: SC: Cindy Starks, Jennifer Susse; APS: Dr. Kathleen Bodie, Dr. Laura Chesson, Julie Dunn; Other: Al Hiltz, Sarah Hugenberger

Absent: SC: Judson Pierce

Called to order 5:00 PM

No Public participation.

1. Next Steps: Outreach to the Community on Enrollment

Ms. Susse presented a compilation of enrollment options gathered from the APS, SC and members of the community. We decided that we would collect options under the purview of the Community Relations Subcommittee, but that a discussion of those options is best done at Facilities or by the newly formed Task Force.

We discussed holding another community-wide meeting on our enrollment challenges, which may or may not appropriately be called a Charrette. We tentatively discussed the format of a public meeting, and agreed that it should be different from the SC meeting that was held in Town Hall in September.

Dr. Bodie thought we should wait until after we heard from the MSB about the High School, which both she and Dr. Chesson thought would be shortly after they meet on December 16th. We agreed that early January would be a good time. Besides avoiding the holidays, holding the meeting in early January allows the Task Force to meet a couple of times, is before the Special Town Meeting on January 25th, and is still before any major decisions will have been made. Dr. Bodie pointed out that decisions about temporary modulars will need to be made in January. Ms. Susse reiterated that it is very important that the community is involved in the larger decisions. Ms. Starks said that she wishes she had a better understanding of our constraints and how Dr. McKibben's numbers compare to our October 1st 2015 numbers.

2. Dashboard/Website Design

Ms. Susse presented a list of websites she had found that have a better design than ours. Dr. Bodie argued that APS actually has more information on their site, though it is not organized well. Ms. Dunn pointed out that the sites that look especially professional are all *content managed sites*, which they have decided against using because they are very expensive (about 35K to design + 5K yearly to host), the process takes a long time, and there was concern with having the site hosted on an outside server. Ms. Dunn and Dr. Bodie said they would have a

version of the in-house designed web site for us to look at and comment on sometime in December.

Ms. Starks argued that APS should take over the school websites, which are designed, run, and managed by volunteers at each school. Dr. Bodie claimed that we do not currently have the staff capacity to take over the management and design of those websites, and that we would have to add staff to take this task on. We talked about potentially adding such a request during the budget process.

3. First Read: Parent/Survey Results

Ms. Susse presented a two page summary of the results of last year's 68-question survey. Ms. Starks argued that we should not separate out "positive" and "negative" results. She worries about presenting negative results for things which we have no ability to change. Ms. Susse argued that we should be honest about our problems, even if those problems are not unique to Arlington. The committee agreed that Ms. Susse would take another stab at the survey and present it at our next meeting.

Next meeting scheduled for Monday, November 16th at 5:00.

Meeting adjourned at 6:20 PM.

Respectfully submitted,
Jennifer Susse
Chair, Community Relations Subcommittee

Attachments:

- Ottoson School Proposal
- Options for Enrollment Growth
- Dashboard and Webpage Examples
- Parent Survey Results

Budget Subcommittee Minutes

Monday June 22 2015

Called to order 3pm.

Present:

SC: Kirsi Allison-Ampe, Bill Hayner, Jennifer Susse

APS Staff: Diane Johnson, Julie Dunn

No public participation.

Committee members and staff had general discussion about 2015 Report to Town Meeting and suggestions for improvements for next year.

The 2015 Report was reviewed in detail with two goals: to make next year's book more clear, and to enhance communication to the community about APS needs, budget and spending.

Some of the suggestions:

- simplify explanation and include reference to enrollment projection formula
- include both DESE Oct 1 enrollment numbers (in some form) and usual enrollment data sheet (with class sizes/ elementary)
- include needs that were not funded as part of Superintendent message
- should we include a section on buildings/facilities?
- add reference (link) to district goals so can get current goals

There was also discussion around the "Highlights" section that includes reports from schools. Recommendations were made to make these reports more standardized in length and content:

- 2 page per AHS, +1 page athletics, 2 page OMS
- 1 page per ES
- 1/2 page per curriculum directors

Finally, there was discussion about creating a new section: School Committee Budget Message.

This was seen as a venue to enable us to better communicate information about the budget and budgeting process:

- calendar can be included in budget message with some details
- visual budget, open checkbook - other ways to communicate or learn about budget
- foundation budget info
- impact of cutting grants in middle of year

The thinking was that the current Budget Chair and Subcommittee would write this section for the upcoming book.

To this end, Mr Hayner moved to have the Budget Subcommittee present to entire SC the idea of having an SC Budget Message to the Town. Motion was seconded by Dr Susse and passed 3-0.

Meeting adjourned at 4pm.

Respectfully submitted,
Kirsi Allison-Ampe
Chair, Budget Subcommittee

Minutes approved 10/21/15

Budget Subcommittee Minutes

Wednesday, October 21st 2015

Called to order 4:30 pm.

Present:

SC: Kirsi Allison-Ampe, Bill Hayner, Jennifer Susse

APS Staff: Kathleen Bodie, Julie Dunn

Other: Richard Fanning (FinComm), Linda Hanson (AEA)

No public participation.

Minutes of 6/22/15 approved 3-0.

Discussion of 2015-16 Budget Calendar:

- Draft Calendar presented
 - Calendar is based on last year's calendar with input from administration for dates
- Additions/changes:
 - Add special Town Meeting anticipated in Jan 2016 for Stratton Renovation Funding approval
 - Add deadline for SC members to receive Budget Book before SC meeting – Dr Susse felt we did not have sufficient time to peruse in advance of SC meeting where it was discussed
 - Add March 16th 2016 as FinComm Presentation date
 - Administration to give specifics later on which principals will present when
- Budget Calendar will be presented for first read on 10/22/15, and for final approval 11/12/15

Discussion of how to solicit public input on Budget:

- Would like to do Big Picture Visioning for school system, soliciting input from entire community, but is not possible this year given everything that is going on
- Thinking on this year's approach:
 - Grassroots outreach
 - Visit subset of schools (Liaison ones, at PTO meetings?)
 - Do education about budget, resources
- Have dropbox or email account to receive questions, input?
- Finalize ideas at next meeting

New Business

Discussion of Kindergarten Aides & Kindergarten Classroom sizes:

- As requested by Ms Starks, CFO provided outline of Kindergarten staffing for 2015-16 and Class sizes
- Kg staffing was item of discussion during recent contract negotiations

- Chart shows a 0.5 position Aide in every Kg classroom including K-1
- Class sizes for Kg appear to range from 19 to 24 across the district
 - Sizes are my estimations from chart provided by administration since actual class sizes were not provided

For Agenda for next meeting:

Discussion of Peirce Field Rental Fees & potential increases

- Administration began examining rental fees over summer, has had discussions with users, thinking about maintenance and supervision needs

Review of Principals Salaries

- Mr Haynor requested addition
- Comparison of budgeted vs actuals

Discussion of 5th Grade Science Camp funding

- Dr Susse requested addition

Next meeting scheduled for November 3rd, 2015 at 5:30pm.

Meeting adjourned at 5:50pm.

Respectfully submitted,
Kirsi Allison-Ampe
Chair, Budget Subcommittee

Attachments:

Approved Minutes of 6/22/15
Draft Budget Calendar
Kindergarten aides
Enrollment numbers

Minutes approved November 18th, 2015

Budget Subcommittee Minutes

Tuesday, November 3rd 2015

Called to order 5:30 pm.

Present:

SC: Kirsi Allison-Ampe, Bill Hayner – left at 6:15pm, Jennifer Susse – arrived 5:40pm

APS Staff: Kathleen Bodie, Paula Neville

Other: Richard Fanning (FinComm), Dean Carman, Henry Brush (Arlington Youth Soccer)

No public participation.

Minutes tabled in anticipation of Dr Susse's arrival.

Discussion of Peirce Field Fees:

Ms Neville presented new fee schedule, attached. Fees last updated in 2008. Administration plans to institute new system of oversight with Field Monitors, to better ensure field is kept in safe and appropriate condition. Field fees are increased because of this change in staffing.

Mr Carman had earlier communicated concern over legality of fees via email, attached. He spoke to some of his concerns, including differentiating between formal and informal users, and what was source of trash, etc. He was also concerned about increasing fees for youth sports.

Ms Neville explained that fees were intended to recoup costs of administration of the field rental, not any capital costs.

Mr Brush spoke about the many fees that youth soccer already pays to the town, for other field rental, and his concern that this is just hitting youth athletes again. He felt it would affect other sports (like lacrosse) more because soccer doesn't use Peirce field that much.

Because of the questions about legalities, the subcommittee opted to discuss the legal questions with Town Counsel before bringing any recommendations to the full School Committee, and also to have another meeting with Ms. Neville to answer additional questions about the fee structure.

Comparison of FY16 budget and actuals for principals salaries:

(discussed early because of Mr Hayner's schedule)

Data on principals' salaries were presented, both budgeted amounts and actuals for FY16. Dr Bodie explained that additional funding for principal salary increases was carried in FY16 administration line item, as had been teacher salary increases. Mr Hayner pointed out that SC Policies GCB, GCBA, and GCBB address increases in principal salaries and need for school committee

approval, as does MA Gen Law 71, Section 59B. Other subcommittee members were in concurrence. Decision was made to communicate numbers to SC Chair, for discussion at full SC meeting.

Updates on Budget Calendar:

Secondary principals and Special Education will present on Dec 12th. Elementary principals will present on Dec 19th. The updated calendar will be voted on at the next SC meeting.

Determine how will solicit public input on Budget:

Because Mr Hayner had to leave before this matter was addressed, there was only preliminary discussion of possible ways to solicit public input. An idea suggested was visiting some PTO meetings. For communication about the budgeting process, another suggestion was the creation of a budget blog. Further discussion was held until all subcommittee members were present.

5th grade science camp funding:

Dr Susse raised a concern that some schools have much higher numbers of children requiring financial aid to attend science camp, and that this put a strain on their PTOs. She put forward a proposal to augment scholarship funding currently from PTOs with some funding from administration. She will gather some more data on this and discuss at a future meeting.

Next meeting to be scheduled via Doodle.

Meeting adjourned at 6:40pm.

Respectfully submitted,
Kirsi Allison-Ampe
Chair, Budget Subcommittee

Attachments:

- Proposed Peirce field fee structure
- Current Peirce field fee structure
- Email of 11/2/15 from Dean Carman, "Legal Concern over Proposed Peirce Field User Fee"
- Comparison of principal salaries – actual and budgeted for FY16

Minutes approved November 18th, 2015

ENROLLMENT STRESSES in ELEMENTARY SCHOOLS IN ARLINGTON - 2015

	Bishop	Brackett	Dallin	Hardy	Peirce	Stratton	Thompson
5	23,23,22	22,21,22,19	23,24,23,24	25, 23	19, 20	20, 19, 19	29, 30
4	27, 26, 24 Needs 4: 19,19,19,20	20,18,21,21	24,25,25 Needs 4: 18,18,19,19	24,23,24 Needs 4: 18,18,18,17	24, 24 WATCH	19, 22,21	25,24 Needs 3: 16, 16, 17
3	22,22,23 WATCH	21,21,18	23,22,22 WATCH	22,20,22	23, 23 WATCH	23,22,22 WATCH	21,20,20,20
2	25,24,23 Needs 4: 18, 18, 18, 19	20,20,20,20	19,19,19,19	21,23,23 WATCH	22,22	21,21,20	25,24,24 Needs 4: 18,18,18,19
1	24,24,25 Needs 4: 18,18,18,19	22,23,22,23 WATCH	24,23,23 Needs 4: 18, 18, 17, 17	20,20,21, 20	22,21	20,21,21	21,19,20,21
k	23,23,22 WATCH	24,23,24 WATCH	19,19, 20	22, 22, 22, 20	21,21	22,21,20	20,20,21,21
# have	19	23	21	21	16	21	19
# need ideal	21-22 (3-4 in K)	21-22 (3-4 in K)	21-22 (3-4 in K)	21-22 (3-4 in K)	12 (2 in K)	19 (4 in K)	23 (4 in K)
# without changes	19	21-22	19-20	20-21	12	19	21

Ottoson

	15/16	16/17	17/18	18/19
6	410	450	461	450
7	382	410	450	461
8	338	382	410	450
	1,130	1,242	1,321	1,361

Building meant to hold 1,100 students

Documents that we want to supply: